



REPORTER

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ANNAPOLIS, MARYLAND • SANTA FE, NEW MEXICO

WINTER 2000

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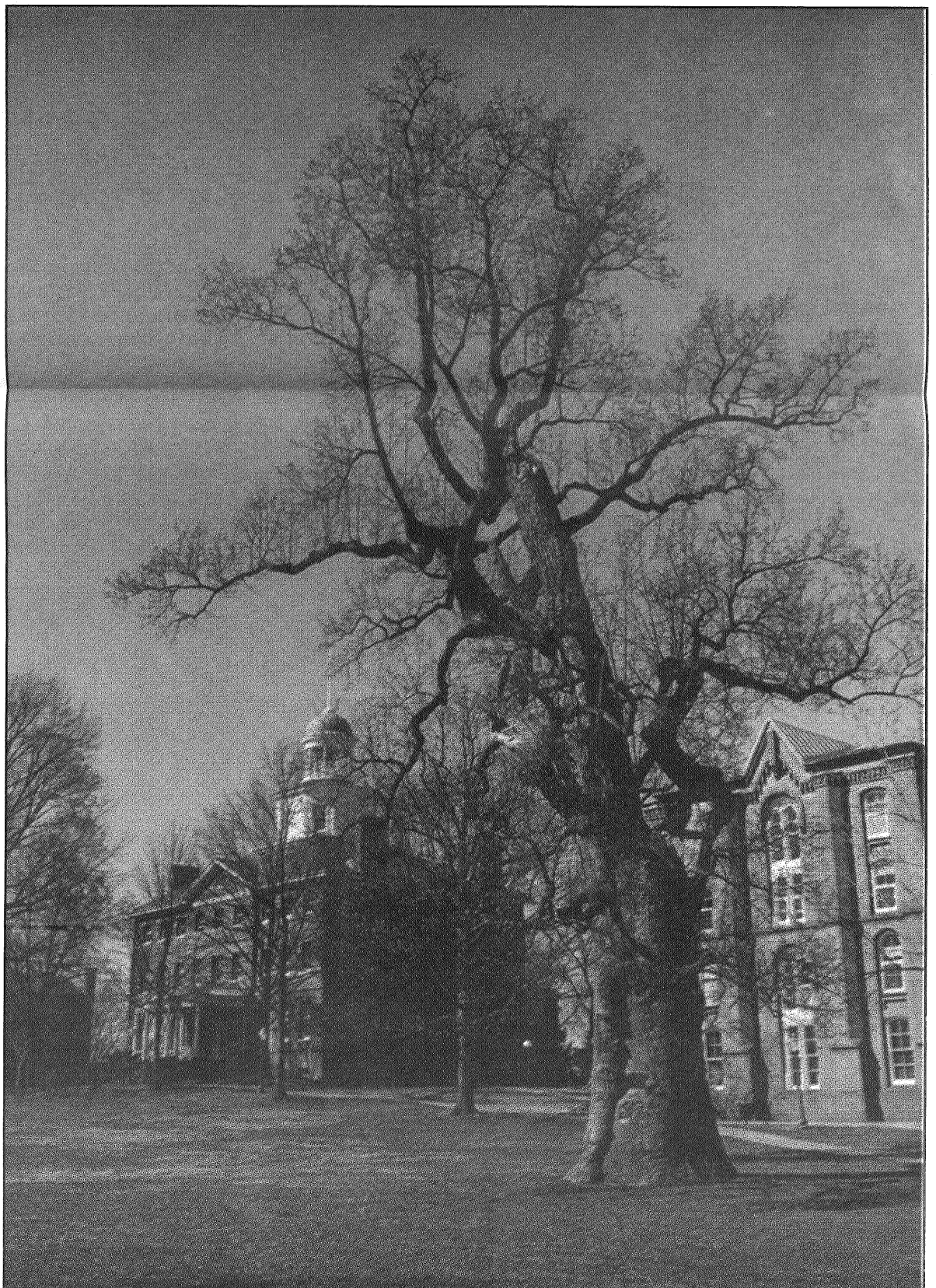
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ST. JOHN'S COLLEGE

ANNAPOLIS • SANTA FE



Richard Kibbe

"The ancient tree, autumnal storms assail,/Thy shattered branches spread the sound afar;/Thy tall head
bows before the rising gale,/Thy pale leaf flits along the troubled air..." From "The Ancient Tree" by
Dr. John Shaw, Class of 1796.

From the Bell Towers...

NEW GOVERNANCE STRUCTURE APPROVED

Presidential Search Underway

A Governance Committee of the Board of Visitors and Governors, chaired by Glenda Eoyang (SF76), met this fall and proposed some changes in the way the college is administered. The committee's proposals were presented on both campuses in October and discussed by the faculty and staff. Members of the committee also visited each campus and met with faculty, staff, students, alumni, and administrators to answer questions. The proposals centered around an amendment to the Polity that would establish a Management Committee to oversee certain college-wide matters. While recognizing the importance of having two presidents, one for each campus, the committee attempted to address issues of concern about college unity and effective strategic planning. The process entailed much discussion of arguments for and against the proposals.

After presentation of the major arguments at the meeting of the Board of Visitors and Governors in November, the Board voted to amend

the Polity of the college in accordance with the committee's recommendations. The amendment reads: *Effective January 1, 2000, there shall be a Management Committee for the college composed of the Presidents and Deans of both campuses. The Chair of the Management Committee will be appointed annually by the Board of Visitors and Governors. With the advice of the Committee, and in a collegial manner, the Chair shall exercise executive authority over the college as a whole with respect to matters assigned by the Board of Visitors and Governors. All other provisions of the Polity, including the duties of the Presidents and Deans, will remain in full force and effect, except as modified hereby. This provision will terminate in five years from the date of its adoption unless renewed by an affirmative vote of the Board of Visitors and Governors in the year prior to its expiration.*

The Board also passed several resolutions. First, that Christopher B. Nelson (SF70), president of the Annapolis campus, will serve as the first chair of the new Management

Committee. Second, that the Management Committee will have executive authority over the college as a whole with respect to certain matters, outlined below, but not over curricular matters assigned to the Instruction Committee. The Management Committee will lead college-wide strategic planning efforts; coordinate advancement efforts on the two campuses, including external relations and publications that represent the college as a whole, development initiatives, and capital campaigns; approve policy for financial aid and admissions for each campus; oversee alumni relations efforts; manage a process for consolidated resource planning, including review of campus-specific budgets, preparation of a college-wide budget, and implementation of a college-wide information management system.

With the resignation of John Agresto as president in Santa Fe, the Board also appointed a search committee to look for and recommend a new president. Search Committee members are: Brownell Anderson, Chair; Susan Ferron (SF77); William

Tilles (A59); Jonathan Zavín (A68); Charles Watts (Board member and former president of Bucknell University); Eric Salem (A77, Annapolis faculty representative); David Levine (A67, Santa Fe faculty representative); and ex-officio, Harvey Flaumenhaft, Annapolis dean, and James Carey, Santa Fe dean. The committee is charged with recommending a candidate or candidates and with consulting with "all ... appropriate persons on both campuses." Final candidates will meet with members of the faculty and with the Instruction Committee on both campuses. According to Ms. Anderson, a national search has begun, with an advertisement in the *Chronicle of Higher Education* and letters to the presidents of more than a hundred liberal arts colleges to solicit nominations. Alumni are invited to forward ideas for nominations to Ms. Anderson (c/o Division of Medical Education, Association of American Medical Colleges, 2450 N St. NW, Washington, D.C. 20037). •

—by Barbara Goyette

"WHY SHOULD THAT APPLE ALWAYS DESCEND PERPENDICULARLY TO THE GROUND?"

Having recently mourned the loss of the Liberty Tree, St. John's hopes to soon acquire a new tree that is rich in history, grown from an apple descended from a tree on Isaac Newton's estate in England. Newton was inspired to formulate his theory of universal gravitation by watching an apple from one of his trees fall to the ground. A gift from the 1999 graduating class, the apple is being cultivated at Historic London Town and Gardens, a restored 18th century tavern with a period garden and orchard in Edgewater, about five miles south of Annapolis. A seedling should be ready for planting on the Annapolis campus in about two years.

The idea for the apple tree actually came before the demise of the Liberty Tree, according to Kelly O'Malley (A99), senior class gift co-leader along with Sarah Dawson Hood (A99). "Isn't it ironic?" she says. "We had no clue. There were jokes that there would be two historic trees. Now, I guess there will be only one."

The class came up with the idea for the gift after reading about the Newton apple tree in the *Farmers Almanac*. Miss O'Malley searched on the web until she came up with a source for the apple tree: the National Trust in England, who agreed to provide an apple from Woolsthorpe Manor, Newton's estate.

Miss O'Malley said the students were considering other gift ideas such as a new scoreboard for the gym. "That failed miserably," she said. When Jonathan Pezold (A99) stood up during a class meeting and suggested the apple, everyone loved the idea immediately. The apple itself was free, and the cost of postage was only 15 British pounds, so the students used the remaining class gift money to make a donation to Newton's former estate, and to set up a fund for the college's music library.

Newton's early work on gravitation was done in 1665 and 1666 when he was 22 or 23 years old. He was staying at his mother's house in Woolsthorpe, where he had gone to avoid the plague. It was there that he saw the apple drop. Several reliable accounts describe such an event, although there is no indication that the apple fell on his head. The first was recorded by William Stukeley, an eccentric archeologist who visited Isaac Newton on April 15, 1726. According to Stukeley's memoirs, after dinner they went into the garden to drink tea under

the shade of some apple trees. As they sat chatting, Newton told Stukeley that "he was just in the same situation, as when formerly, the notion of gravitation came into his mind. It was occasion'd by the fall of an apple, as he sat in contemplative mood. Why should that apple always descend perpendicularly to the ground, thought he to himself. Why should it not go sideways or upwards, but constantly to the earth's centre?"

John Conduitt recorded a similar story about Isaac Newton. "Whilst he was musing in a garden it came into his thought that the power of gravity (which brought an apple from the tree to the ground) was not limited to a certain distance from the earth but that this power must extend much farther than was usually thought. Why not as high as the moon said he to himself & if so that must influence her motion & perhaps retain her in her orbit."

The original apple tree is said to have died in 1814, but grafts were taken before it died. An apple from a tree descended from the original one on the estate was purchased for the college, and sent by the curator of Woolsthorpe Manor. The type of apple is Flower of Kent, a very old variety of cooking apple.

The apple arrived enclosed in a recycled toy box. Since the nearby historic site of London

Town had experience cultivating antique apples for its own orchard, the college asked the site's director, Greg Stiverson, whether they could cultivate the seedling. London Town horticulturist Mollie Ridout agreed. The apple was surprisingly large for an old variety, according to Ms. Ridout. When she cut the apple open, she discovered it held only two seeds. In order to maximize their chances for producing seedlings, she sprayed them with a fungicide and then placed each one in a separate sand-filled ziplock bag in a separate refrigerator where they will spend the winter, in an environment that mimics the natural conditions of cold stratification. In March, she will put the seeds in potting soil and transfer them to a greenhouse on a heat mat. Ms. Ridout says she has had a 95% success rate in germinating apple seeds.

When the Newton apple tree is ready to be planted at St. John's in a few years, the college will decide on an appropriate spot for the tree. •

—by Beth Schulman



Kelly O'Malley and Mollie Ridout with the Newton apple.

From the Bell Towers...

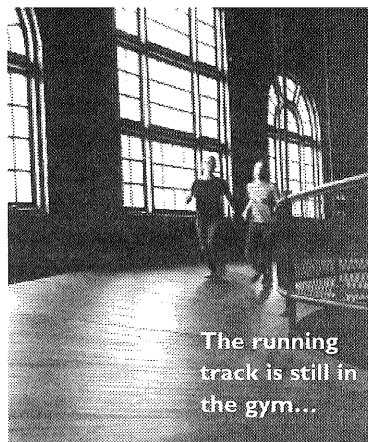
SWIMMING POOLS AND GREAT PROSPERITY

Documents from the past can provide charming insights into another time (and interesting takes on punctuation as well). The following letter written in February 1909 and asking alumni to contribute to the New Gymnasium illustrates the point. Of particular note is the reference to a swimming pool in the building (now known as Iglehart Hall)—a long-standing campus myth whose truth is now borne out. The pool was a small one suitable for doing laps. The reading room seems appropriate for SJC, but how about the bowling alleys and rifle range????

Fellow Alumni:

You have heard of the great New Gymnasium, for we told you last summer that one was to be built, costing \$25,000, but we have exceeded expectations, and all told the price will be about \$40,000. The dream of years has come true and no place of our size has any such building. It has been practically completed. Commenced on Sept. 15th, it will be turned over inside of two weeks. And it is a beauty, far surpassing the most sanguine expectations of the most optimistic. Description would be vain, for you will not believe it until you see it. However, think of this, it covers more ground than any TWO other buildings here, precisely 160 x 97 feet. There is a great main floor with gallery and running track (120 x 60 feet), bowling alleys and rifle range, big locker room, shower baths, swimming pool, secretary's office, trophy room, reading room, locker room for visiting teams and a large spare room. Every convenience is within the building, and for drill, exercise, big meetings and dances, we are behind no one for facilities. You will be proud of it, but it has drained the College purse dry and we need lockers, gymnastic apparatus, etc., to make the equipment accord with this splendid building. It will cost \$2500. It is up to the Alumni to provide it. Will you help? You have asked that St. John's show activity, here it is, and the greatest year for many a long decade, moreover we are now going to show the banner year of our history next year. Here's what you have asked for. Don't fail us. Give us what you can and as soon as you can. Help us yourself and get others to help. Don't lay this aside, answer today, NOW.

Yours for the great Prosperity of old St. John's,
signed by members
of the board, J.L.
Chew, R.P.
Melvin, Eugene
W. Iglehart, T.
Kent Green, R.C.
Brady, R. J.
Duvall, B.V. Cecil,
E. B. Iglehart. •



THE LEGACY OF LEO STRAUSS

Scholars, disciples, former students: on November 12 and 13 they converged on the Santa Fe campus to explore the legacy of political philosopher Leo Strauss, still a controversial figure more than a quarter century after his death.

The conference, entitled "Contemporary Obstacles to Leo Strauss's Experiment: Is a Return to Classical Political Philosophy Possible Today?" commemorated the 100th anniversary of the philosopher's birth. But it also commemorated the special relationship between Strauss and St. John's College.

Strauss first became involved in the college through his friendship with Jacob Klein, one of the first tutors in the New Program. Klein, who served as dean in Annapolis in the formative years of 1949-1958, maintained a close relationship with Strauss, who was at the New School in New York and at the University of Chicago.

At Klein's invitation, Strauss spent the last years of his life as a tutor and tutor emeritus on the Annapolis campus. Graduates of the '60s and early '70s will remember the "talks" for students and faculty, Strauss intense behind his thick glasses, cigarette holder invariably in hand.

Numerous St. John's students and faculty studied with Strauss at the University of Chicago or in Annapolis, including current Annapolis dean Harvey Flaumenhaft and tutor David Bolotin of Santa Fe.

In addition to his biographical ties with St. John's, Strauss's preoccupation with the conflict between the classical understanding of the political, social, and natural sciences and the modern direction makes his work especially relevant to proponents of classical education.

The conference originated as the brainchild of Santa Fe tutor David Bolotin. After consulting with Santa Fe Dean James Carey and President John Agresto, Bolotin and tutor Alice Behnegar worked together to formulate the five topics around which the discussion was structured, and to solicit participants from the ranks of the scholars familiar with Strauss's work. Funding for the conference was provided by The Lynde and Harry Bradley Foundation and The Earhart Foundation.

Carey, Agresto, Graduate Institute Director David Levine, and tutors Bolotin and Joshua Kates all participated in the conference, as moderators and panelists. Other notable scholars included: Nassar Behnegar and Christopher Bruell of Boston College; James W. Ceaser of the University of Virginia; Werner Dannhauser, professor emeritus at Cornell University; Hillel Fradkin, fellow at the American Enterprise Institute and former vice president of the Lynde and Harry Bradley Foundation; William Galston of the School of Public Affairs at the University of Maryland; Richard Hasting of the Catholic University of America; Steven J. Kautz of Emory University; Wilson Carey McWilliams of Rutgers University; James H. Nichols, Jr. of Claremont McKenna College; Thomas Pangle of the University of Toronto; and Abram Shulsky, national security affairs consultant.

The two-day conference was divided into five panels: The Challenge of Modern Liberalism, The Challenge of Modern Social Science, The Challenge of Historicism, and Strauss and Political Life Today, for a total of 12 hours of discussion. Question periods were kept lively by the presence of scholars in the audience, including Michael Grenke from the Annapolis campus, William Shapiro of the Oxford College at Emory University, and Robert Faulkner of Boston College. And although the conference took place the weekend after fall seminar papers were due, attendance from Santa Fe faculty and students was high.

Although none of the panelists were willing to comment on any "final" conclusions of the conference, all involved seemed satisfied that the sessions had been positive.

Susan Metts, director of corporate and foundation relations and a conference organizer, notes that both academic observers and panelists were impressed by the level of the discussion. "Usually at these sorts of conferences, there are one or two interesting papers presented. Every paper presented here was excellent," one observer told her.

Publication of the papers presented at the conference is being considered. •

by Caroline Knapp, SF01

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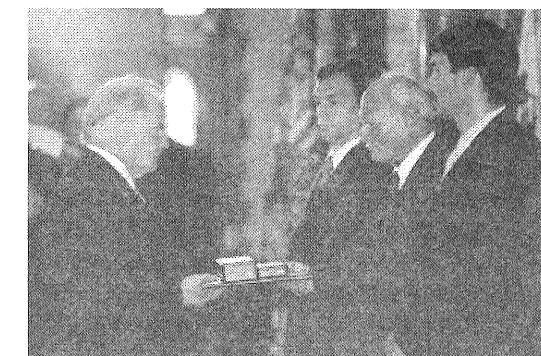
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On August 20, Istvan Fehervary, director of Student Activities in Santa Fe from 1969 to 1989, received Hungary's cross with stars, the country's second highest honor. Mr. Fehervary was given this award for his work



documenting the history of political opposition in Hungary from 1945 to 1956. He was also recognized for his work in establishing a monument dedicated to the memory of political prisoners who were executed between 1945 and 1956.

Mr. Fehervary continues to write and spends about half his time in Budapest and the other half in Santa Fe.

From the Bell Towers...

MELLON FOUNDATION AWARDS ST. JOHN'S \$350,000

..... *Faculty Groups to Study Geometry*

The Andrew W. Mellon Foundation has awarded St. John's College a three-year, \$350,000 grant for faculty development. Summer study groups for the faculty, led by dean of the Annapolis campus Harvey Flaumenhaft, will explore the roots of modernity in classical Greek geometry and its revolutionary transformation by Descartes. Beginning in the summer of 2000, the grant will provide stipends for a total of 36 participants in the study groups, which will be held on both the Annapolis and Santa Fe campuses.

Eight Annapolis tutors will participate the first summer and seven the subsequent two summers. In the second and third summers, the study groups will also be held in Santa Fe. The seven participants will include St. John's Santa Fe tutors and a few members of the faculty of Thomas Aquinas College in Santa Paula, California.

The first part of the program will be piloted in Annapolis and begin by studying the works of classical Greek geometers who lived in the third century B.C. The focus will be Book One of Apollonius's *Conics*, with some selections from Euclid's *Elements*.

The second part of the program will begin with a consideration of the writings of classical Greek mathematicians Apollonius and Pappus with a view to geometrical problem-solving, and will then examine the arithmetical problem-solving of Diophantus. After that, the group will address the works of early French mathematicians: Viète, on the analytic art of problem-solving, and Descartes, whose seminal work *Geometry* provided the foundation for analytic geometry, calculus, and mathematical physics.

The grant will also have more far-reaching effects. Part of the grant will be used to finance a conference on the subject to be held in Annapolis early in 2003. In addition, Mr. Flaumenhaft plans to revise for publication the manuscript of his book *Insights and Manipulations: Classical Geometry and Its Transformation* in the light of his experience in the study groups.

"I hope the study will lead to a better appreciation of what was lost and what was gained in the transformation of classical geometry, concepts that represent a pivotal point in the St. John's curriculum, in the mathematics component of the sophomore year," says Flaumenhaft. Because mathematics is at the heart of the rise of modern science and technology, the faculty study groups will also address the broader questions about its place and significance in the human enterprise. •

by Beth Schulman

PROGRAM TO FUND INTERNSHIPS FOR CURRENT STUDENTS

St. John's makes fewer promises to its students about the specifics of the rest of their lives than other colleges—the college doesn't say you will be prepared for a successful career in law (although 9% of alumni are lawyers), or in academics (although 12% become professors), or in business (although 21% are in a business-related field), or in farming, or the ministry, or research, or urban planning, or any of the myriad other fields where Johnnies find themselves. "We will not prepare you for careers, but we will give you the chance to discover a vocation," said Eva Brann in an article a few years ago. Both campuses have active Placement offices, where students learn how to write a résumé, find internships, look for grad school programs, research careers, and get coaching on fellowship applications.

Now the Annapolis campus is able to offer students an internship program that will provide more experience in the working world, so that the transition to life-after-SJC will be smoother. Thanks to a \$1,184,558 grant from the Hodson Trust, the college will start the Hodson Internship Program. The program will provide internships for career development and funding for summer study that is directed toward eventual admission to graduate or professional school. Up to 25 intern-

ships will be funded yearly for undergraduate students. Internship hosts will be both on campus and in the professional community in and near Annapolis. The internships will run for one semester, two semesters, or during the summer. During the summer, internships can be farther afield—the college is envisioning a nationwide program. Students will work with mentors in such fields as research, medicine, law, finance, social services, education, journalism, political action, art, and historic preservation. Stipends will be paid to the students, funded by the college through the grant.

"Students who are studying the great books will go into the world and do great deeds as a result of this great gift," said Annapolis president Christopher Nelson at the December awards ceremony in Baltimore. The Hodson Trust, which awards grants annually to four Maryland colleges (St. John's, Johns Hopkins, Hood, and Washington), also provides St. John's with scholarship endowments that support student financial aid.

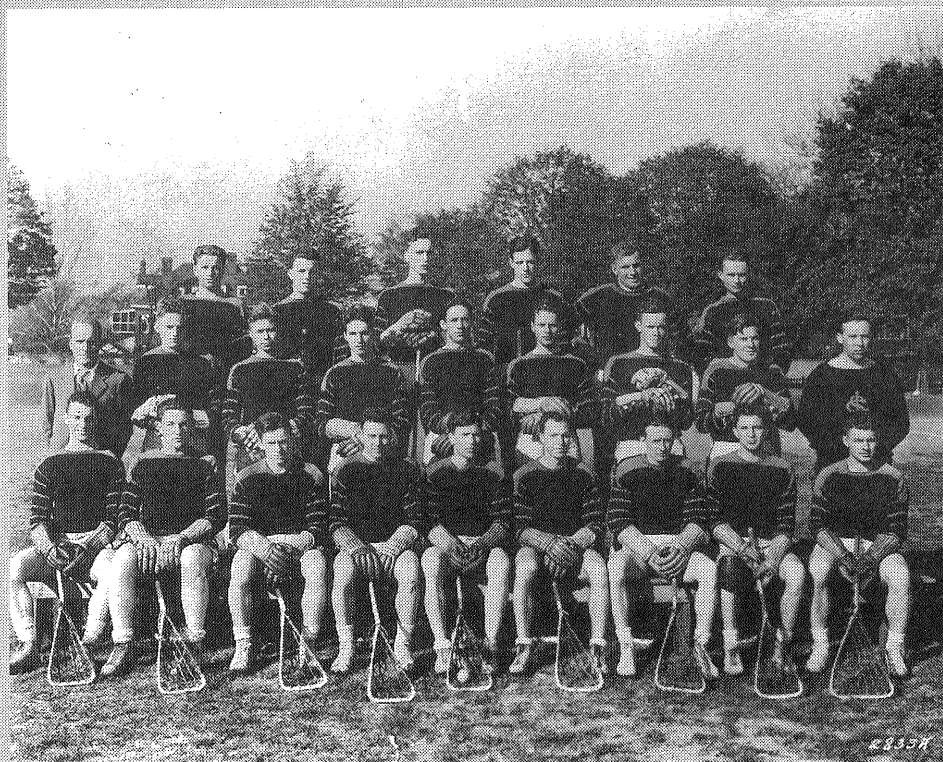
Internship program administrator Donna Jay says she is looking for alumni interested in serving as mentors and employing students in internships. Contact her in the Placement Office at 410-626-2501 or via e-mail: d-jay@sjca.edu. •

L'HISTOIRE SPORTIVE

The millennium hype brought attention to St. John's from an unexpected source—*Sports Illustrated*. The mag that features articles on testosterone-soaked games and finesse-filled professional pastimes cited two brothers from St. John's—Ed and Phil Lotz. The brothers Lotz were named to the list of "The 50 Greatest Sports Figures From Maryland" in the millennium edition. According to the blurb, the Lotz brothers "anchored defense for the 1931 St. John's College lacrosse team that outscored opponents 150-6." Edwin Lotz was class of 1931, Philip was class of 1932.

When Stringfellow Barr discontinued intercollegiate sports in 1939, lacrosse skills lapsed at St. John's. In recent years, students have begun playing the game again—but with unusual twists. One version called "Bloodless Lacrosse" uses the entire back campus as a field, allows no contact, and rewards the losing captain with a dunk in College Creek.

We couldn't find a photo of the 1931 team, but to remind Johnnies of their illustrious sports heritage, here's a picture of the 1932 lacrosse team. After an undefeated season, St. John's played the Canadian All-Star team at Homewood Field in Baltimore, winning the series by a score of 5-3.



From the Bell Towers...

NEWS FROM PHILANTHROPIA

PHILANTHROPIA REPORTS EARLY SUCCESS

Alumni giving has increased dramatically over last year

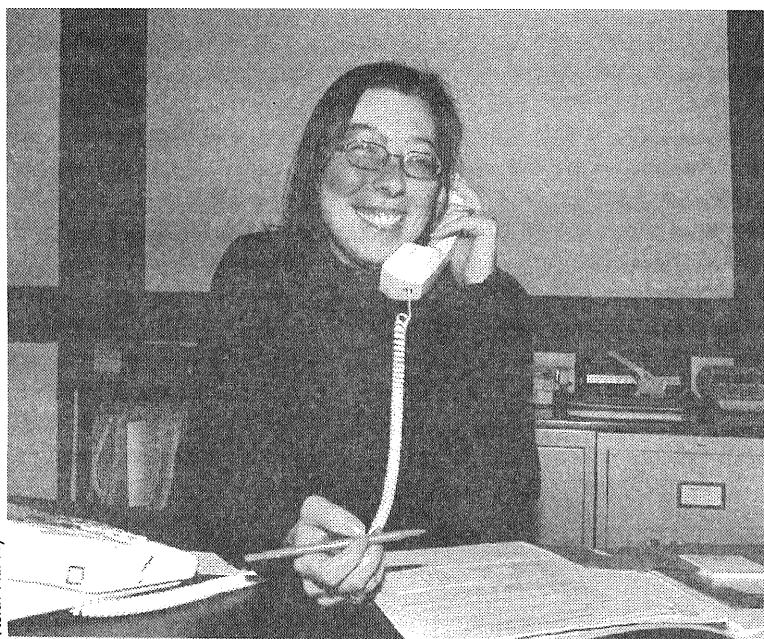
Philanthropia, the new alumni group whose aim is to inspire their fellow alumni to support St. John's financially, reports tremendous success in its first six months: in the last half of 1999, the number of alumni donating to the college increased by an astonishing 34% over the same period last year.

"These initial results are very exciting. Our volunteers across the country have been working very hard to re-engage alumni with the college and these results reflect that effort. I know that St. John's alumni do strongly support the college's mission; our task is to translate that general support into financial support," says Philanthropia chair Marta Lively (A79). "The most important statistic for us is the percentage of alumni who give to the college, not necessarily the total amount raised. A high percentage of alumni giving sends a strong message to the larger philanthropic community. Corporations and foundations look at alumni giving as an indication of how well the college is fulfilling its mission, so higher alumni participation translates into more support from these outside sources."

Philanthropia is using a variety of media to send its message to alumni, including telephone campaigns, direct mail, and reunion class organization. All three approaches have met with great success.

A nationwide telephone campaign has been organized by Ann Cruse (A76), working together with regional coordinators Anne Schanche Ferro (A80) in Annapolis, Rachel Bolin (SF84) in Santa Fe, and Rebecca Michael (A97) in Washington, D.C. More than 50 alumni volunteers participated in the first five nights of calling, raising \$32,337 in pledges from 264 alumni. Of those contacted by their fellow Johnnies, 89% made a pledge—a great indication of support. Alumni who came together to make the calls had a fun evening re-connecting with some old friends and talking to other alumni. "My real interest in the phonathon was educating alums about the ways in which donations help. The exciting thing for the alumni who don't have a lot of money to allocate is that they help the college whatever their contribution because foundations look at the percentage of alumni who give," says Rebecca Dzamov (A95), who participated in the Annapolis calling. "The response from alumni has been terrific," says Ann Cruse. "They are giving their time as well as their money to support St. John's. Most of the alumni I have spoken to feel very strongly about St. John's and were just waiting for an opportunity to feel that they could make a difference." Phonathons are planned for New York and the San Francisco Bay area in the spring. Alumni interested in participating should contact Joan Ruch (410-626-2534) in the Annapolis advancement office for information on the New York phonathon and Ginger Roherty (505-984-6099) in Santa Fe for information on San Francisco.

Philanthropia kicked off its communications effort with a calendar mailed to every alumnus/a of the college and featuring elegant, evocative black and white photos of the two campuses. "The calendar was a way for us as alumni to remember and reflect on all the best things about St. John's," says Tom Stern (SF69), who worked on the design. Last fall alumni also received a brochure titled "Strengthening the Community" presenting arguments for continuing alumni involvement in the college. In explaining the theme for this year, Philanthropia chair Marta Lively says, "Philanthropia hopes that alumni will always feel that they are a part of the college on many levels—through giv-



Keith Harvey

Rebecca Dzamov (A95) was one of the more than 50 volunteers who gathered in Annapolis, Santa Fe, and Washington for fun evenings of contacting their fellow alumni.

ing, through volunteering with the admissions and placement offices, and, of course, through attending Alumni Association events. I believe that the alumni can continue to be an important part of the college community's life, while the college becomes an important part of alumni's lives." (In case you missed this message, you can read it on the group's website at www.sjca.edu, click on "Alumni and Advancement.")

Philanthropia has also recruited volunteers in reunion classes to contact their classmates and talk to them about the importance of alumni support for the college. A workshop in October brought 15 alumni to campus for a formal training session. They learned the basics of college finances, brainstormed about ways to reach classmates, and talked about what kinds of information their classmates would want. Some class leaders are writing letters, others are contacting their friends via phone or e-mail. They are in the process of setting up class web pages on the Philanthropia website. Eloise Collingwood (A79) says, "This has given me a chance to call all those old familiar names, to find out what they have been doing, and to pass on some of the class news." Annapolis campus class leader coordinator is Sharon Bishop (A65); Santa Fe class leader coordinator is Paula Maynes (SF77). Class leaders are: 1959 - Bill and Carol Tilles; 1974 - Valerie Kozel and Lee Zlotoff (A) and Celia David and David Wallace (SF); 1979 - Eloise Collingwood (A) and Gary Edwards and Susan Eversole (SF); 1989 - Brett Heavner, Brad Stuart, and Stephanie Takacs (A); 1994 - Mike Afflerbach and Sarah Liversidge (A) and Natalie Arnold and William Blais (SF).

Looking to the second half of the fundraising year, Philanthropia hopes to continue contacting alumni through its reunion network and phonathons, and to increase awareness of the college's financial state and need for alumni support through additional print brochures and an expanded website. "It is wonderful to see so many alumni become more involved in the college. The next six months will be critical for us," says Lively. "We will have to work hard to maintain the level of enthusiasm and involvement that we have enjoyed to date. However, all of us are dedicated to making Philanthropia a permanent and active part of the St. John's community." •

ST. JOHN'S PROGRAMS FOR THE REST OF THE WORLD (AND ALUMNI TOO)

Summer Classics in Santa Fe

The Summer Classics program in Santa Fe, where participants can read and go to seminars on the great books, then attend the Santa Fe Opera and sightsee in the region, will be held this summer from July 16 to August 5.

Each week of Summer Classics features a seminar on opera, coinciding with the Santa Fe Opera's performance schedule. The slate also includes literature, philosophy, science, history and art. The seminars are as follows:

**Week I - Sunday, July 16 -
Saturday, July 22**

Opera: *Ermione/Rigoletto*
Shakespeare: *King Lear*
Herodotus: *The Histories*
Dante: *The Inferno*
Jane Austen: *Persuasion*
Charlotte Brontë: *La Villette*

**Week II - Sunday, July 23 -
Saturday, July 29**

Opera: *Elektra*
Plato: *The Republic*
Cosmology
Marguerite Yourcenar: *The Abyss*

**Week III - Sunday, July 30 -
Saturday, August 5**

Opera: *Figaro*
Shakespeare: *Measure for Measure*
and *A Midsummer Night's Dream*
Mahabharata
The Theological Significance of Icons
The Bear in Modern Fiction, Poetry & Drama

(complete descriptions may be found at www.sjcsf.edu.)

In addition to *King Lear* in the first week, Shakespeare's *Measure for Measure* and *A Midsummer Night's Dream* will be offered in a seminar during Week III, and will be performed outdoors on the St. John's campus by Shakespeare in Santa Fe. For more information, call 505-984-6104 or e-mail classics@mail.sjcsf.edu.

SJC and the Smithsonian

St. John's is partnering with the Smithsonian Institution and will offer a Smithsonian Study Tour at the Annapolis campus from June 7-11 this year. The theme of the visit is American Classics; seminars for participants will be led by St. John's tutors Carl Page and Thomas May, and will feature readings from Lincoln, the Federalist, de Tocqueville, Emerson, Whitman, and Washington. Valerie Pawlewicz (A89) is working for the Smithsonian coordinating study tours and seminars all over the globe. She was instrumental in getting this program set up. For more information, contact the Smithsonian Associates at 877-EDU-TOUR; www.si.edu/tsa/sst.

From the Bell Towers...

THE RESTORATIVE POWER OF THE MARSH

College Creek gets new grass to prevent erosion and increase wildlife habitat

The second semester of my sophomore year wasn't much fun.

The winter seemed to drag on too long before spring came; I wrote a complicated essay about Augustine and Plato that the tutors didn't seem to understand; my seminar was so big I had trouble entering the conversation, compounding a feeling of frustration at the way some of my favorite books (Chaucer, Shakespeare) were being discussed; I missed my boyfriend who attended a college in New England; I got a lot of headaches and spent the afternoons dozing in a red leather (or was it plastic?) chair on the lower level of the library. My main solace was College Creek. I liked to take a canoe out from the Boathouse and paddle across the creek, poking into the little tidal bays and watching for wildlife in the marsh grass. That was the only place I could feel really alone enough to think—even though the Rowe Boulevard and King George Street traffic whizzed by on either side.

Twenty-eight years later, the marsh is still there, forming a soothing sight from the St. John's side of College Creek. Not only is that sort of environment pleasing to the eye and restorative to the soul, it is healthy ecologically: the land remains undeveloped, the tidal zone grasses cleanse the runoff into the creek by filtering out nutrients, and fish, birds, and other creatures find a home in the midst of a mainly urban area.

This year, two tutors, Nick Maistrellis and Kathy Blits, together with a group of students, are working on establishing a marsh grass colony on the Boathouse side of the creek. The docks and walkways around the Boathouse have been rebuilt (thanks to a grant from the Hodson Trust) so that getting the shells and other boats used by the crew team into the water will be easier. On either side of the new ramp and dock, the creek bottom has been regraded into several terraced levels. Bright green cordgrass is sprouting in small bundles on the lower marsh, and the tutors have plans to grow a three-leveled marsh.

Planting marsh grass along the tidal shores of the Chesapeake Bay and its tributaries has become popular over the past 15 years. It's an alternative to the more traditional way of controlling erosion, which is to place rocks or wood bulkheads at the water's edge. The St. John's project has some twists on the usual marsh creation methods used. "The way in which the structure is held in place until the plants can become established is different," says Kathy Blits. "Usually stones are used, but we used biologs made of coconut fiber so they will decompose over

seven to ten years, once the roots of the grasses have become established. The whole underlying structure is underwater." The biologs are telephone-pole sized rolls held together with twine; once they are placed in the water, you just pull the fibers apart in order to plant the marsh grass. While the grass is growing and spreading its rhizomes, it is held in place by the logs.

The grasses Blits and Maistrellis used in the project reflect the composition seen on the rest of the creek. In its "natural" state, the creek has three zones: cordgrass in front, a mixture of bullrush and needlegrass in the middle, with hibiscus on the shore, and up on land, marsh elder and pepperbush, says Maistrellis. In one section of the project, the area adjacent to the King George Street Bridge, Maistrellis is conducting a competition study "straight out of chapter three of Darwin," he says. In sections demarcated by white PVC pipe, Maistrellis planted four different strains of spartina (cordgrass): the plants that originally grew on the creek and were dug up by the contractor at the start of the project and stored until it was time to plant; a variety called Bayshore, bred by the USDA for restoration; a spartina cultivated from local seed and grown at Anne Arundel Community College and Providence Center (a local center for the developmentally disabled); and a kind called Delaware Tall, which is (not surprisingly) from Delaware. Maistrellis and a group of students will watch the plots over the

next several years to see whether one kind is becoming dominant, whether the grasses intermingle, or whether any other sort of grass invades. Spartina propagates by spreading roots and also by cross-pollination and forming seeds. "The grasses are basically indistinguishable," notes Blits.

"Some people at Richard Stockton College of New Jersey are developing a set of genetic markers so that we'll be able to tell the genotypes apart. This is a tool like the DNA analysis used in forensic work."

Several students worked on the project with Blits and Maistrellis last summer, and both tutors hope that lab classes will visit the emerging marsh as part of their coursework—the observation of living things as they relate to other things can be expanded beyond the usual watching of squirrels and trees that students are accustomed to.

"College Creek is much more productive and cleaner now than it was ten years ago," says Maistrellis. "This marsh, even though it's small, will help continue the improvement. I've already seen schools of small fish in the grasses, and a great blue heron and a green neck heron have been



Students in boots and bare feet pause during an afternoon of marsh-making (top). The grasses planted by the King George Street bridge will help stabilize the shoreline and provide habitat (lower).

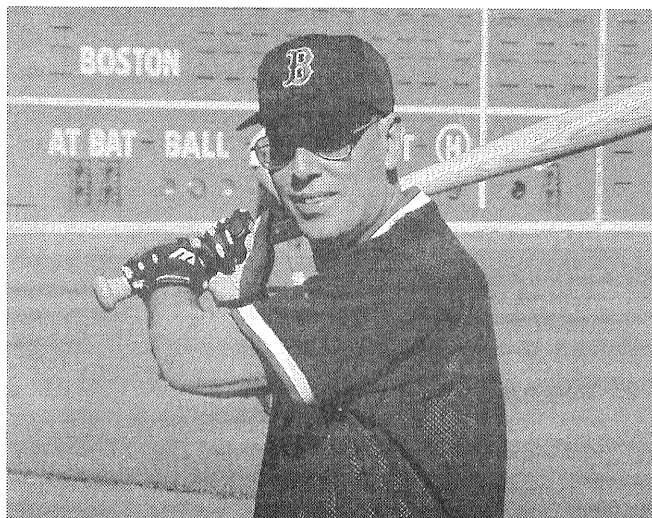
visiting. I've seen bluegills and a long-nose gar. There's greater diversity, greater numbers of the kind we would expect to see in a healthy marsh."

Marsh grasses along College Creek help keep shorelines from eroding and in general improve the environment—as well as restoring the troubled souls of school-weary Johnnies. •

by Barbara Goyette, A73

JOHNNIES AND LONGTIME FRIENDS FROM ANNAPOLIS RAISE BIG BUCKS FOR FIGHT AGAINST CANCER

Three friends who met in Annapolis over 15 years ago came to the plate at historic Fenway Park in Boston to take their swings against cancer. One Saturday last October, Andrew Klipper (A80) was joined by Jim Gormeley, an Eastport resident, and myself, a fellow



Andrew Klipper (A80) at the plate during the John Hancock Fantasy Day at Fenway Park.

alumnus (A88), for the 8th Annual John Hancock Fantasy Day to raise money for the Jimmy Fund, the official charity of the Boston Red Sox. The three of us had played for many years together in Anne Arundel County softball leagues, but had not been together in more than 10 years. It was a fitting reunion to renew our friendship back out on the field—and what better place than Fenway Park?

Andrew Klipper was our team's inspiration. Andrew has won a recent battle with lung cancer and is a vibrant survivor. He wanted to show children with cancer that you can indeed thrive with the disease. We suited up for action in the locker room at Fenway, took practice swings in the batting cage behind the Green Monster, and came to bat to see how we would do. Each participant fared well in making solid contact with the ball. I even hit the wall, which netted an additional \$1,000 from event sponsor, John Hancock.

Our fundraising efforts netted us over \$17,000 and we were able to field a team of nine batters who were required to raise \$1500 per batter to get 15 swings against the fabled Green Monster. The total tally for the day was over \$325,000—a record for the event. Annapolis alumna Kascha Piotrkowski (A76) and husband Paul were on hand to support the team. •

by Justin Burke, A88

Letters...

Remembering an Economics Lecture

In the last issue of *The Reporter* (Fall 1999) I wrote suggesting books by Kenneth Boulding about economics which alumni might enjoy (and almost any one of which might be a future candidate for the "great books" list). I have now verified that Boulding actually gave a lecture at St. John's in Santa Fe in October of 1968—at Charles Bell's invitation, I believe (they had been friends for a long time).

Unfortunately, since I had graduated the previous June, I missed the lecture, the title of which was "Mechanism and Mysticism." A few months later Boulding published a short (two-page) article in the *Friends' Journal* (he was a lifelong Quaker) on a similar subject. I have now obtained a copy of that article, but my attempts to find a transcript or tape of the lecture have been unsuccessful.

If anyone has any interesting recollections about that lecture, I would be very pleased to hear from them.

—Rick Wicks SF68

Suggestions on Program Hot Potatoes

I am writing in response to the article in the Summer 1999 issue by Sean Forester (A99) on the shortcomings of the junior math manual and what appears to be a lack of overall vision in St. John's approach to the study of calculus. As a college math instructor currently teaching calculus to enlisted sailors in Japan I have some personal insights I would like to share.

Firstly, mathematics is not a collaborative pursuit. Quantitative reasoning does not strengthen and flourish under the influence of diverse views and critical judgments the way, say, a Greek play might. This is both the bleakness and the beauty of mathematics. So calculus, albeit the foundation of modern mathematics, physics, astronomy, engineering, and (current) economics, presents an intrinsically frustrating and perhaps unmanageable challenge to the tutorial method. Studying calculus proofs is something even math majors don't do until their ultimate undergraduate course in analysis, while physicists and the rest "don't bother with that stuff."

How then are we to integrate an historically pivotal and intellectually stimulating subject into the curriculum, no pun intended? I believe the answer may be found, quite by accident, in Newton's original motivation for developing what for him was a mathematical tool used to solve big questions about the heavens. Specifically he wanted to know why the planets should move about an ellipse with

the sun at one focus. What was the course for sweeping out equal areas in equal times?

What I propose is that the junior math manual be re-worked and re-directed toward solving the same questions from astronomy that Newton was attacking. This would provide ample motivation and concrete application of the subject, as well as drawing together different strands of the Program. It would require learning concrete formulations of Newton's force laws and putting them into practice on projectile motion, orbiting bodies, etc. My own experience has been that physical application problems are generally more illuminating and rewarding to the student than pure theory as expressed in epsilon-delta proofs, with the rare exceptions known as math majors.

Mr. Forester and the Student Committee on Instruction may disagree with some of my conclusions/pronouncements. My only response is that I come by them through ten years of college math teaching, a body of empirical knowledge which neither I nor anyone else can impart to anyone else. Johnnies might not like differentiating $5x^2$ and would rather contemplate the "meaning" of the theorems, but that road is only reached after a long and arduous algebraic climb.

As for "taxation without representation," that was a democratic principle espoused by colonists compelled to obey laws they had no voice in making. Last I checked calculus was neither democratic nor compulsory.

—Damon Ellington, A84

I am writing in response to the Summer 1999 article on the debate about offering advanced French (i.e., translation).

According to the article, after the Instruction Committee eliminated advanced French as being inconsistent with the school's philosophy, the idea of a special French study group was further rejected (this time by students and tutors) because it was elitist, might lead to "specialization" and (worse) "foster competition."

This seems rather heavy ammunition. Does the school, in fact, run the risk of a two-track curriculum—beginners and advanced—across the board? Is there a problem with "competition" at St. John's? Isn't the aim of the Program to read—to the extent possible—the great books in the original?

Reading La Rochefoucauld's "The Princess of Cleves" and "Phedre" in junior-year French class in Santa Fe greatly enriched my St. John's experience. I doubt that re-studying French grammar would have left as enduring a memory. Might it not be worth running the risk of "fostering competition" to let other students enjoy the same opportunity?

—Lucy Tamlyn, A78

Dear Mr. Agresto,

It was with deep sadness that I learned from *The Reporter* that you are leaving the college. As an alumnus who spent all four years on the Santa Fe campus, I want to thank you for all the help you have given me personally and for all that you have done for the college as a whole.

During my stay at St. John's, I have had the fortune to benefit directly from your kind help, which made my completion of St. John's possible. I have also had opportunities to not only observe you from a distance on various public occasions but also to interact with you directly. No matter when and where, whether it was in your office, or at Convocations, or by the grill at the receptions at your house, whether it was with a large crowd or with one individual, you were always loving and cheering, ready to entertain, help, and promote, for the College. Your enthusiasm and devotion have always made me marvel. I truly believe I am lucky to have had you as my president.

Your leaving will surely be a great loss to the college. But, as Dean Carey said, your legacy will last at the college and in the mind of the alumni. Thank you once again for everything. I wish you the best of success for your future endeavors.

Very respectfully,
Ming Fu, SF99

Correction

The cover of the Fall 1999 *Reporter* should have stated that John Agresto has been president of the Santa Fe campus from 1989 - 2000.

The *Reporter* welcomes letters on issues of interest to readers. Letters may be edited for clarity and/or length. Those under 500 words have a better chance of being printed in their entirety. Please address letters to either campus:

Annapolis — *The Reporter*, Public Relations Office, St. John's College, Box 2800, Annapolis, MD 21404 or e-mail b-goyette@sjca.edu.

Santa Fe — *The Reporter*, Public Relations Office, St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501 or e-mail classics@mail.sjcsf.edu.

There's a form for letters on the website at www.sjca.edu; click on "Alumni," then click on "Contact the Reporter."

NEW TUTORS IN SANTA FE & ANNAPOLIS

Five new faculty members have been appointed in Annapolis:

Jeffrey Black received a BA in history from the University of Toronto, and then did graduate work in political science at Boston College, where he has been teaching. He is completing a doctoral dissertation on Rousseau's critique of science. In collaboration with a professor of French, he is associate editor of the *Bulletin of the Rousseau Society*.

Gary Borjesson received a BA in philosophy from Whitman College, followed by an MA and PhD from Emory University, with a dissertation that was an Aristotelian treatment of species and evolutionary biology. He has published articles on the nature of species and on Thoreau's *Walden*. He has taught at Seattle University, Emory University, and most recently at the University of Central Arkansas.

Nathan Dugan received a BA in government with a minor in French from the College of William and Mary, followed by a PhD in political science from the University of California at San Diego. He wrote his dissertation on education in Plato's *Laws*, with emphasis on the civic role of the judging of music.

Daniel Kolb received a BA in philosophy from Washington University, followed by an MA from Northern Illinois University and a PhD from Notre Dame,

with a dissertation on Kant's view of nature. He has published articles on matter and mechanism in Kant, and on teleology in Kant as it relates to evolution. He has taught at Indiana University, Notre Dame, Mary Immaculate Seminary, Allentown College of St. Frances de Sales, Virginia Tech, and most recently at Radford University.

Mark Sinnett received a BA in mathematics with minors in physics and chemistry from Texas Christian University, followed by an MA in mathematics from the University of Texas at Austin; a Bachelor of Divinity from the University of St. Andrews in Scotland; and a PhD in systematic theology from Cambridge University, with a dissertation on the theological paradox in Eric Voeglin. He has published articles on Eric Voeglin, Paul Tillich, method in Austrian economics, and theological implications of the role of proof in mathematics. He has written a book on Socratic dialect in the authorship of Kierkegaard which will be published soon. He has taught mathematics at Concordia Lutheran College, the University of Texas at Austin, Kansas University, and San Jacinto College; and he has taught theology at Cambridge University.

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The Program...

TALKING ABOUT ART

How the Santa Fe art tutorials work

Thinking back on my time at St. John's, I am beginning to realize that the senior year art tutorial was one of the most enriching experiences in all four years. It taught me how to look and how to see. And yet Annapolis alumni (and Santa Fe alumni who graduated before the art program began in 1993) might not know anything at all about the structure of the program.

The art program has two complementary components: the tutorial and the practicum. In the tutorial, students spend the semester looking at and discussing about 35 different paintings. The list changes from year to year just like the seminar reading list (see sidebar for the paintings being studied this year).

There is a manual with reproductions of the paintings, slides of the paintings are projected to help students see subtle aspects of each painting, and the discussions are conducted in the usual seminar style. The first few tutorials are often somewhat awkward, just like in sophomore music tutorial when students are faced with a new subject matter that seems to demand a new way of talking. Initial impressions, such as "I like it," or "It's pretty," or "I don't get it – it just looks boring," are simplistic. But without many artistic terms to work with, more insightful discussions come slowly.

The series of ten practica help immensely by providing a vocabulary of meaningful terminology. Students begin to bring words such as "weight" and "tone" into the tutorial discussions with more and more understanding and confidence. The first practicum is designed to increase awareness of the spatial relationships in a painting. Working with Giotto's *The Kiss of Judas*, students use charcoal to sketch their main impression of the painting onto a clean sheet of paper. They are encouraged to recreate all the main images they see and to do their best to capture the "mood" of the original work. Then, putting the original painting away, they sketch their impressions of the first sketch onto a second sheet of paper. This process is repeated one more time, and then they engage in a discussion about the process as well as the results.

I served as an art assistant for my class, a role that allowed me to observe each student's work in progress. Some worked awkwardly, trying to get it "right." Others reveled in the chance to explore a new medium. But each person held up a final sketch with new insights into the original painting. The final sketch was, of course, the most abstract and in most cases the least detailed. The images that were powerful enough to appear in the final sketch told us a great deal about how the original was affecting us, even if we had not noticed. For example, our initial discussion of *The Kiss of Judas* centered around the bitter betrayal that formed a wall of tension between Jesus and

Judas. The painting seemed to us charged with anger and foreboding. Yet the result of one student's sketches in the practicum was a picture in which the two central figures reached for each other with such love and tenderness that an unknowing observer would identify the drawing as one of a mother and her child.

Each practicum held something new for us: exciting insights into the paintings and into ourselves. With the experiences gained in practica to guide us, the tutorial discussions came alive. The Senior Art Program gives students access to great art in just the same way that our normal seminars and tutorials give us access to the great books. Yet the art program, not unlike the music program, also enhances our education with an understanding of a medium of communication that is not based on words.

Here is a brief description of the nine other practica:

Practicum II: *Compositional Analysis with Black Squares* – Using congruent small squares cut from black paper, we made art by pasting our squares onto white paper. First one square, then two, then three, up to five. Each time, we tried the exercise symmetrically and asymmetricaly, always keeping the edges of our black squares parallel with the edges of the paper.

Practicum III: *Depth: Superposition and the Discovery of the Vanishing Point* – Students find a place on campus where long hallways or walkways illustrate parallel lines that appear to converge in the distance, such as the halls in Peterson or under the ESL balcony. Sitting with backs turned to this view and using a china pencil, each student traces the images that appear in his or her mirror. The end result is a drawing, on the mirror, that accurately shows the properties of a "vanishing point." Having used a real setting to help us construct this drawing, students are now able to create vanishing point drawings from scratch with full understanding of the linear and spatial relationships.

Practicum IV: *Depth: Geometrical Perspective* – This practicum is an exercise in two-and three-dimensional drawing. After constructing simple polygons, students learn how to extend their edges back towards one and then two vanishing points. They also study the mathematical proportions inherent in vanishing points by drawing pictures of a receding line of telephone poles.

Practicum V: *Color* – The class looks at a series of many boards on which high-quality colored papers are mounted next to one another. The class tests itself on being able to tell whether the small orange square inside a large purple one is really the same color as the small orange square inside a large green one.

Practicum VI: *Form and Value* – We start out by making value charts, using our charcoal to slowly fill a strip of paper from white at one end to black at the other, paying close attention to the infinite sub-

Paintings studied in the visual arts tutorial:

Giotto, *The Kiss of Judas*
 Giotto, *The Raising of Lazarus*
 Martini, *Annunciation*
 Masaccio, *Expulsion from Paradise*
 Masaccio, *Trinity*
 da Vinci, *Annunciation*
 Raphael, *Madonna of the Chair*
 Michelangelo, *Doni Madonna*
 (The Holy Family)
 Raphael, *Leo X with Cardinals Luigi de' Rossi and Giulio de' Medici*
 Titian, *Pope Paul III and his Grandsons, Alessandro and Ottavio Farnese*
 Raphael, *Liberation of St. Peter from Prison*
 Michelangelo, *Creation of Adam*
 Titian, *Bacchus and Ariadne*
 Giorgione, *Sleeping Venus*
 Caravaggio, *Entombment of Christ*
 Bruegel, *Hunters in the Snow*
 Vermeer, *The Girl with a Red Hat*
 Vermeer, *Woman Holding a Balance*
 Manet, *Olympia*
 Velazquez, *Las Meninas*
 Rembrandt, *Self Portrait* (1657)
 Rembrandt, *Self Portrait* (1659)
 Rembrandt, *Self Portrait* (1669)
 Turner, *The Dogana and Santa Maria della Salute, Venice*
 Van Gogh, *Portrait of the Artist* (1887)
 Van Gogh, *Portrait of the Artist* (1889)
 Van Gogh, *Portrait of the Artist* (1890)
 Cézanne, *The Blue Vase*
 Cézanne, *Mont Sainte-Victoire*
 Cézanne, *Still Life* (oranges)
 Cézanne, *Still Life with Peppermint Bottle*
 Picasso, *Les Femmes d'Alger (O. J.)*
 Picasso, *Guernica*



"The Kiss of Judas" by Giotto

continued on next page

The Program...

MASTER CLASS

Annapolis tutor Amirthanayagam David (A86) finds the music in ancient Greek

by Sus3an Borden

It's not your typical tutorial: there is no passage to be translated, no proof to be worked out on the blackboard, not even much in the way of discussion. Instead, when tutor Amirthanayagam David (A86) visits (upon request) sophomore language classes, he brings with him the rhythm and music of ancient Greek as he discusses his work on accent and stress in ancient Greek pronunciation and their relation to meter in the performance of ancient poetry.

"When I visit, I have a spiel and I take questions. It's sort of like a master class or a lecture or a troubadour come to perform," says David. "I read the beginning of *Antigone*, which the classes are translating, but I also read Homer. I find it the most amazing thing—it's got an amazing rhythm. I find that my voice and my entire bearing change when I start reciting it; people tell me it's almost like they're witnessing a possession."

Possession or not, what people are witnessing is David's interpretation of the relationship between the placement of accent marks and the placement of stresses in spoken Ancient Greek, a relationship that had not been thoroughly explored before David took up the challenge as part of his graduate work at the University of Chicago.

"I set out to show how the place where a word is stressed is related to where the accent marks are placed," explains David. "I presumed there must be a connection, because there is no other language in the world where the accent marks don't coordinate with the rhythm of the words." The result of his endeavor reveals a musical language. "Every Greek word comes with a built-in melody, and when you combine lines of Greek verse you automatically compose a melody," he says. "When you read a word in Greek, by correctly interpreting the accent marks, you will know whether the word is falling on the downbeat or the upbeat, and instantly the words of ancient Greek sound like recognizable music with counterpoint."

Although David gives his talks to language tutorials, he points out that the accents of Greek tie into the music tutorial as well. "What we're

studying is *musicae*—the original music, the art of the muses," he says. "The pattern of stresses in Ancient Greek *musicae* is exactly what Plato described: disagreement moving toward agreement."

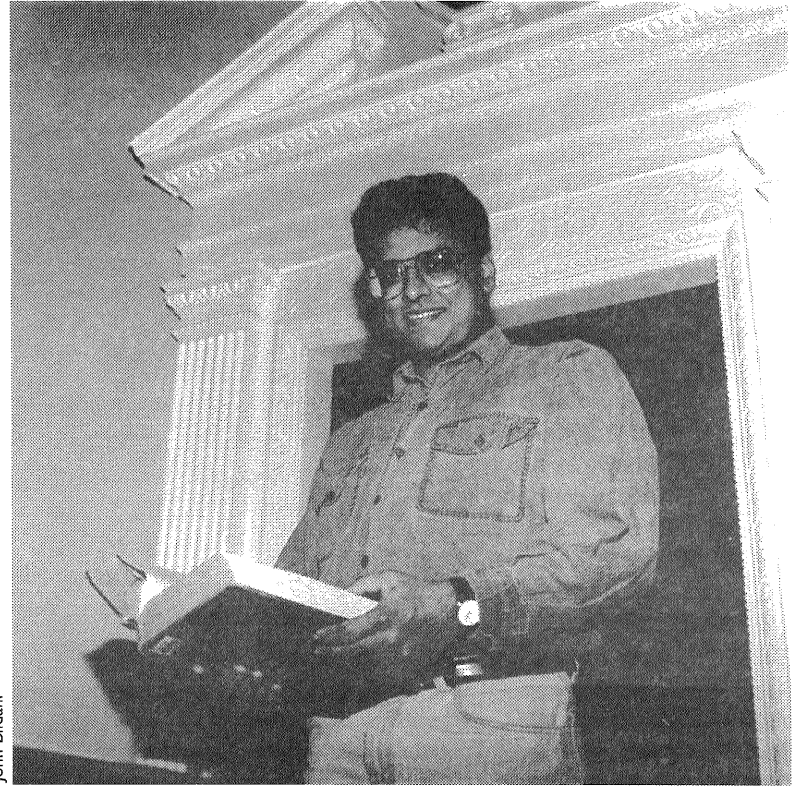
David's discoveries about stress and accents played a key role in his dissertation, "The Dance of the Muses: Choral Theory and Greek Poetics." Although his studies ended up centering on Greek language and poetry, he originally went to graduate school to study Plato, and was particularly eager to learn to read the dialogues in the original Greek.

"When I was a student at St. John's, I was very frustrated that I couldn't look across at the Loeb and read Plato," he says.

It was a class on the *Odyssey* with David Grene that switched David's focus to Homer. "It was a wonderful class," he recalls. "I took it upon myself to read the *Odyssey* a couple of times straight in Greek—it was like a hazing; I learned so much in that time. 'It is a fool who says he knows Greek' is now one of my favorite sayings.

"After that class, my interest in Homer overtook my interest in Plato, although I am still always going back and forth between them. But I learned that, for a student of Plato, the most interesting object in the world is Homer. You come to recognize that the *Iliad* and the *Odyssey* are post-Platonic in a certain way; they are written by someone who has really seen something, who has gone through the dialectic and has come up with a very finished work. There is nothing primitive about Homer."

David describes himself as being "Plato's servant" in his early days of graduate school. "It was very frustrating," he says of that time, "but once I was no longer banking my future on Plato, once I became free of the need to come up with a theory



John Bildahl

"The beginning of 'Antigone' has amazing rhythm," says Amirthanayagam David, shown in the library with a big lexicon.

of Plato, I again loved to read him. He became a much better friend when he stopped being my master."

With Homer, however, David has had no such ambivalence. "Coming away from graduate school as a Homerist," he says, "Homer and I have not had to have a divorce."

David received his PhD from the Committee on Social Thought in 1998 and became a tutor that fall. But after seeing the popularity of his sophomore language lectures and learning that he spent twelve years studying Ancient Greek at Chicago, you have to ask: is it hard for him to return to the world of the St. John's tutorial where language mastery is a low priority and lectures are the rare exception? Not at all, he says: "This is a language tutorial, not a Greek class." •

For those who knew Amirthanayagam David as David Amirthanayagam in his student days, David explains that he followed a Tamil coming-of-age custom of switching first and last names. He made the switch on September 21, 1989, when he became an American citizen. And yes, David did marry Anne Boyle (A86). They live in Annapolis with their daughters Guenevere, age 5, and Rosalind, age 1.

tle variations along the way. We then perform a compositional study of sketching eggs. Bright lights help us to find shadows and highlights on the eggs. This is a particularly exciting class, because usually all the students walk away feeling proud of at least one drawing.

Practicum VII: *Perspective in Practice* - Happy with the success of our egg drawings, the class is ready to embark on a more complicated compositional exercise. Most classes go to the Library Placita, where each student finds a spot to sit where there is a good view of a building. Using rulers, charcoal, and straightedges (and erasers, of course), we draw what we see. This practicum is terrific because it allows us to incorporate our understanding of perspective (the large square tiles on the placita have parallel edges that recede to a vanishing point) with our knowledge of form and value (we use our experience with the eggs to make the columns above the Library steps look real). Most importantly, this is our first chance to create a unique work and to look at a drawing from the true perspective of the artist. I noticed that many students in my class stayed on the placita long after class was over, and I even noticed a few who returned later in the week to do a second drawing.

Practicum VIII: *Line Copying and Master Drawing* - Working from several black and white life drawing sketches presented in our art manual, students try to recreate the original drawing. By imitating the strokes of master artists, we are able to gain the basic techniques of figure drawing.

Practica IX and X: *Life Drawing* - For two class sessions, students are invited to the art studio for drawing sessions with nude models. First we practice sketching quick 30 second impressions of the model's pose, trying to forget about the ideas of "right" and "wrong" and let our charcoal follow the lines of the figure in spontaneous strokes. Increasing the time allowed for each drawing from one minute sketches to five minute sketches, ten minutes and so on, students learn to relax their ideas of what an arm looks like, or a nose, and instead focus on capturing the geometric relationships of the model's body. Students who professed a fear of art at the beginning of the semester walk away proud of their work, and experienced artists in the class practice their skill within a new context. But more important than the products is the process by which we learn to see beauty in a new way. •

The Santa Fe art program owes much of its success to its director, Michele Beinder, and her husband, tutor Steve Houser. This couple has worked very hard to develop the program and keep it alive, and it is due to them that so many Santa Fe alumni have benefited from an education enriched with an appreciation for art.

The Summer Classics program in Santa Fe runs a class in the visual arts that serves to give alumni and others interested a similar experience.

by Amber Boydstun, SF99

Scholarship...

ACCOUNTING FOR HEROISM

Annapolis tutor Beate Ruhm von Oppen has been fascinated by a figure from the German Resistance movement for many years. Her latest book offers some clues about his motivations.

by Barbara Goyette

“What will happen when the nation as a whole realizes that this war is lost, and lost differently from the last one? With a blood-guilt that cannot be atoned for in our own lifetime and can never be forgotten, with an economy that is completely ruined? Will men rise capable of distilling contrition and penance from this punishment, and so, gradually, a new strength to live on?” These were the questions that occupied the mind of Helmuth James von Moltke as he wrote to his wife Freya from Berlin in late August 1941. A lawyer on the staff of the German high command, he had access to information withheld from the public and the media. Moltke himself would have been one of the men to carry Germany on after the war, a man of strong morals, astute political sense, and vision. But he didn’t live to see his questions addressed. Moltke was executed by the Nazis less than four years after writing the letter.

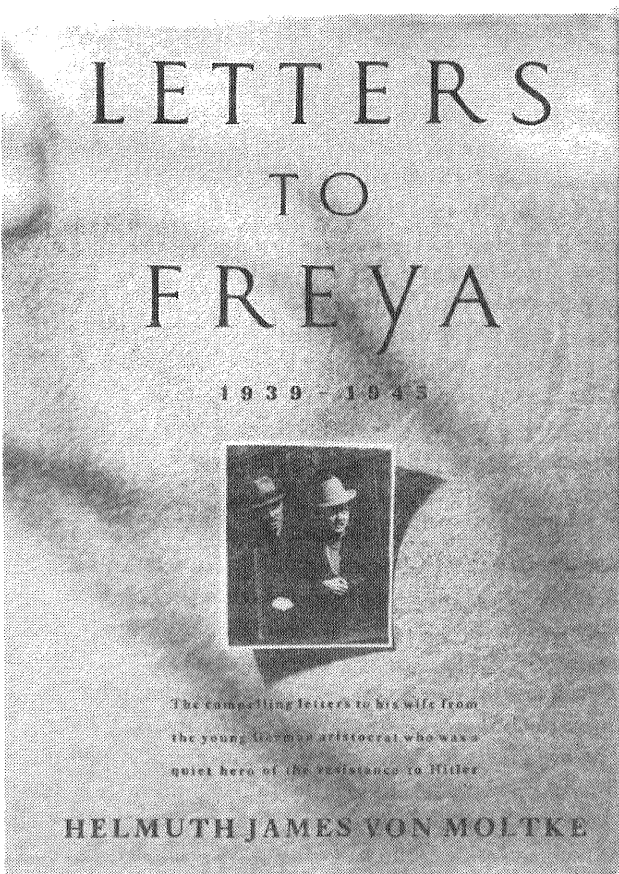
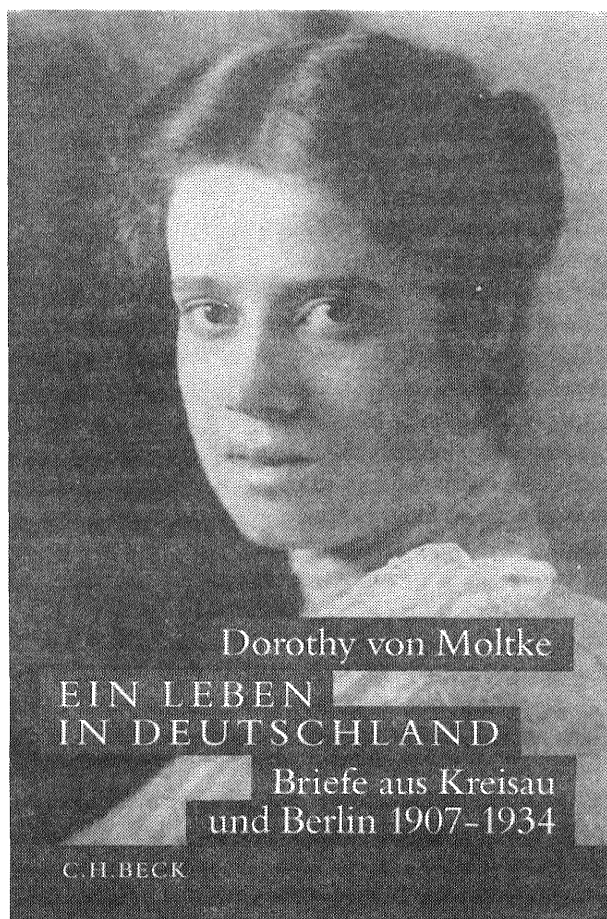
Great-great nephew of a famous Prussian military figure, Moltke became a legal advisor to the Third Reich during a period of history that is almost inconceivably difficult to imagine: totalitarian rule, the slaughter of millions, incursions into and occupation of surrounding countries, propaganda powerful enough to convince a populace of the necessity of national action and to mislead about seemingly obvious events. Moltke worked tirelessly from within the Nazi regime to undermine the ill-effects of its outrageous policies, and, perhaps more effectively, to bring together a group of people including religious leaders, military officers, civil servants, intellectuals, and socialists, to address the problems of how Germany was to come to terms with itself and the rest of the world after its inevitable defeat. Moltke and his associates didn’t use the word “Resistance,” but it has been thrust upon them by history—they were active within the country in opposing Hitler’s regime in a variety of ways. As a result of his deeds, Moltke was arrested in 1944, tried, and executed early in 1945.

The story of Moltke’s sacrifice has fascinated Annapolis tutor Beate Ruhm von Oppen for many years. In 1990, *Letters to Freya*, a book of letters from Moltke to his wife that Miss von Oppen selected, translated, and edited, was published in English. The German edition of the letters was published in 1988 and in 1991 an enlarged edition was published in Germany. Just this fall, a second volume, this time letters from Moltke’s mother Dorothy to her family in South Africa, was published in German.

Coincidence in the Foreign Office

Miss von Oppen first heard of Moltke in 1946 when his farewell letters to his wife, written shortly before his execution, were published, but she had actually handled an intelligence communication from him before that—unaware that she was dealing with a personality she would spend many years trying to understand.

She had left school in Berlin in 1934, on her 16th birthday, because she found the political situation increasingly troubling. “As a sub-teen I had



read Hitler’s book secretly under the bedclothes with a torch. It had been given me by our maid,” she says. After continuing her education in Holland, she made her way to university in England, where she was living when the war broke out. She worked for the British Foreign Office in the Political Intelligence Department. “We analyzed what came out of Germany—press agency stuff and broadcasts. We all knew that Goebbels [head of propaganda] lied, but one could learn a lot about German thinking by watching the daily news releases,” she says. As a refugee and enemy alien, she didn’t have a high security clearance, but nevertheless some important documents passed her desk. One day in 1943, an extraordinary piece of typewritten copy appeared. It was an anonymous account of a student revolt in Munich. In 1941 the Catholic bishop of Münster, Galen, had pronounced a sermon against the mercy killing of “incurables” in institutions (relatives had been told these people had died from natural causes, but the truth had leaked out). The Nazis couldn’t touch the bishop—he was too popular. But when university students—inspired by reports of that sermon—printed and disseminated leaflets protesting Nazi policies, the Nazis rounded them up and executed five of them, along with the professor who had helped them. The group became known as “The White Rose.” The writer of the anonymous account treated the protest as very significant—not as a sign that German morale was disintegrating but as a sign that there were people in Germany who recognized the evils that were going on and who would be willing to address the issues that would face the nation after the war. The report had been smuggled to Sweden and then sent on to British Intelligence. Miss von Oppen recognized the importance of the report when it circulated in her department. She found out only after the war, after she became interested in Moltke for different reasons, that he was the author.

Years later in the 1960s, Miss von Oppen spent a year at the Institute for Advanced Studies at Princeton working on a book about the significance of the religious factor in the German resistance. The book “didn’t happen,” she says, although she explored the topic in a lecture series and a monograph. Two figures she spent time thinking about were Moltke and Dietrich Bonhoeffer, a Protestant minister and theologian who was implicated in a number of plots and actions against the Nazis, including an elaborate scheme to smuggle Jews out of Germany by disguising them as intelligence officers. Bonhoeffer and Moltke had worked together on occasion and both were executed in

1945. To Miss von Oppen, Moltke appeared as a case juxtaposed with Bonhoeffer.

The Currents of Opposition

“Moltke was a shining example,” she says. “He’d been against the Nazis since before they came to power and he did what he could against them.” She became friends with Moltke’s widow, Freya, who was by then living in Vermont. Freya had all her husband’s letters in her attic; she agreed that Miss von Oppen should select, edit, and translate them for publication.

Letters to Freya (Alfred A. Knopf, 1990) covers the war period from 1939, when Hitler was on the brink of attacking, to Moltke's death in 1945. They chronicle the day to day contacts Moltke made—he tried to find like-thinking men and women in all parts of German life who recognized the horrible effects of the Nazi regime and who wanted to work together after the war to heal Germany and Europe. As a lawyer who specialized in international law, he worked for the government in the Abwehr—the military intelligence service—and tried to make sure prisoners of war were treated properly. He argued against the practice of taking hostages. He traveled to Scandinavia, France, Holland, Belgium, and Turkey to establish contacts and attempt to mitigate Nazi actions. During it all, he remained exquisitely sensitive to the needs and feelings of his wife, who was struggling to run the family estate, Kreisau, in Silesia, and to bring up their two young sons. In the letters they discussed Kreisau's extensive agriculture, her beekeeping, whether to have the children say grace at the table, how the flower garden was doing.

On July 20, 1944, a bomb exploded in Hitler's headquarters. Several were killed in the blast, but Hitler escaped. The plot had been hatched by a group of civilians and military officers, and the repercussions were far-reaching and ghastly. Miss von Oppen says, "I was probably one of the first to hear of the failed assassination attempt of the 20th of July. I was so excited that I could not speak about it and all I could manage to do was put the report from the German news agency on my boss's desk. Things started bustling and everyone was very excited. The opinion from on high the next day was that it was good that that attempt had failed; Hitler's death would have interfered with the demand for unconditional surrender."

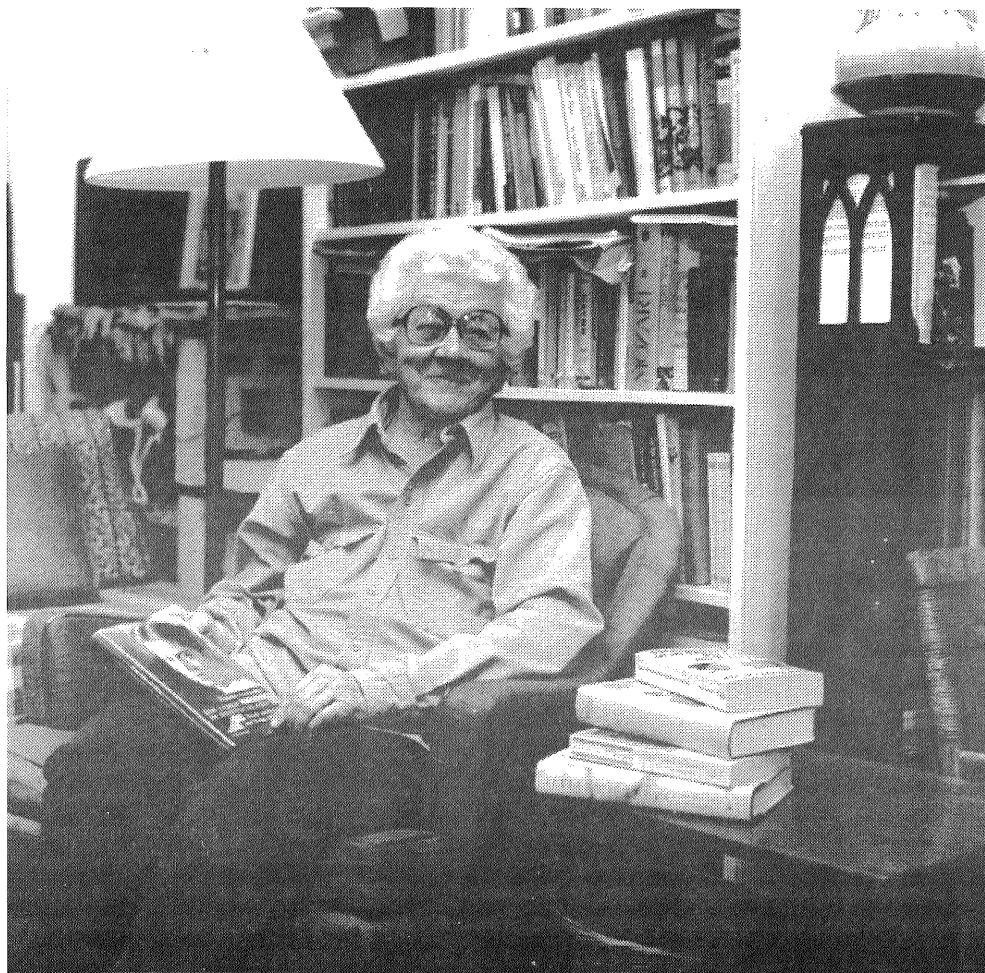
Moltke was not involved in the plot to kill Hitler (he favored a revolution, not a coup d'état). In fact, he had been under arrest and imprisoned for six months at the time of the plot. But he was among the many brought to trial in the wake of the attack. "The Nazis had wanted him out of circulation," says Miss von Oppen. "They rightly suspected the intelligence service of carrying on work against the regime. They gave Moltke's group a name—the Kreisau circle, after his estate." After months in the prison at Ravensbruck, Moltke was taken to Berlin and put under indictment, tried in the Peoples Court of Roland Freisler (known as Hitler's "hanging judge"), and sentenced to death in January 1945. His final letters to his family stress his Christian faith and celebrate it as the cause of his condemnation. Moltke went to church very rarely but was nevertheless driven in his moral assumptions by the tenets of Christianity. He had been in regular contact with the religious leaders, both Catholic and Protestant, who opposed Nazism. A letter he wrote four years earlier sums up his view: "We must, it seems to me, do all we can to instill [in the children] into their very flesh and blood the principle that there must be an accounting for every action and that all men are equal before God, so that whatever happens to one human being concerns all others too..."

A Mother's Influence

When Miss von Oppen first started working on Moltke's letters at Freya's house in Vermont in 1978, Freya showed her another set of letters—those from Moltke's mother Dorothy to her parents in South Africa. These letters, in English, served as background for Miss von Oppen's investigation into Moltke, and she hoped that she could do a collection of them some time.

"To understand the son, it helps to know the mother," she says. Several years ago, she was ready to begin the task. In choosing which letters to include in the collection, ultimately called *A Life in Germany*, and in deciding how to edit them, she looked for clues about the mother's character that found their way into the son. The most important is religion. Dorothy von Moltke was a Christian Scientist, brought to that faith by her husband, Helmuth Adolf von Moltke. The two met in 1902, when Dorothy and her mother were visiting Europe and had stopped for a stay at Kreisau, the Moltke estate. They married in 1905, after Helmuth's father died and he inherited Kreisau. Helmuth spent much of his time in Berlin, where he served in the upper house of the Prussian parliament, did public relations for the Christian Science church, and became a healer and teacher. Dorothy bore five children; Helmuth James, the future Resistance leader, born in 1907, was the oldest.

The period from 1905 to 1935 was extremely busy politically in Germany. Dorothy took a lively interest in it all and chronicled the weekly changes from the Kaiser's reich to Hitler's rise in letters home to her par-



Beate Ruhm von Oppen, a tutor since 1960, with "A Life in Germany."

Moltke worked tirelessly from within the Nazi regime to undermine the effects of its outrageous policies.

ents. They were of Scottish descent but their families had been in South Africa for many decades. Her father, Sir James Rose Innes, was a liberal judge—finally chief justice of the Union of South Africa—who worked for the advancement of the African people before apartheid.

Dorothy watched as Germany fell into economic despair after World War I, as the Weimar Republic came into being, as countless elections shuffled the agendas of Germany's 29 political parties back and forth. Although there were years—1924 through 1929—when the political and economic situation seemed much more hopeful, she saw with increasing alarm the rise of the National Socialists after the Wall Street crash in 1929 once

more devastated the German economy. "As Hitler rose to power in 1933 and 1934, she got more and more despondent," says Miss von Oppen, "although as a Christian Scientist she probably wouldn't have admitted to despondency. Nevertheless, she was

distressed by the dramatic and tragic events. She says she felt 'uprooted,' and that she no longer belonged in the country." With four sons of military age, she worried when she anticipated the war that she knew must come.

Dorothy died in 1935, unexpectedly, at the age of 51. Miss von Oppen says the physical cause may have been a brain tumor (as a Christian Scientist, she was undiagnosed and never saw a doctor); "the metaphysical cause was a broken heart," she says. Dorothy never lived to see her son's devotion to his fellow man, his constant efforts against a regime he loathed ruling a country he loved, and his sacrificial death. Although he was not himself a Christian Scientist, he was heavily influenced by the degree of his mother's faith. Her letters serve to illustrate a critical three-decade period in German history, and to foreshadow the thinking of an important figure in the post-war consciousness.

Ironically, Dorothy's letters were written in English and had to be translated into German for publication there. Miss von Oppen hopes that an American publisher will find them of significant interest. "It would be highly desirable to publish the originals," she notes. The German edition of Dorothy's letters has received solid reviews from four major papers, including *Die Zeit*, *Berliner Zeitung*, and *Frankfurter Allgemeine Zeitung*. The Frankfurt review, by historian Rainer Blasius, begins and ends with references to the son, recognizing the letters as important in their own right as an intelligent woman's take on the times as well as illuminating about Helmuth James. For the background the story provides about Moltke, who would go on to become a hero during World War II, the work is invaluable—don't we always want to understand what makes a man able to act with such courage? •

Scholarship...

by Sus3an Borden

METAPHORICALLY SPEAKING

“What are you going to do with a degree from St. John’s?” This was the question Patti Nogales’ (A82) father kept asking her after she graduated. Despite the fact that she had just spent four years wrestling with “the big questions,” she could think of no answer.

Eighteen years later, Nogales has done quite a few things with her degree: she taught high school math and philosophy, studied and taught writing, taught and pursued a degree in rhetoric, studied computers and artificial intelligence, taught classes in how to use computers, wrote a computer manual, published three computer books, developed and taught bilingual computer education classes, got a masters degree in English, studied psychology and linguistics, got a PhD in philosophy with a minor in cognitive sciences, and, finally, had her dissertation published as a book: *Metaphorically Speaking* (Cambridge University Press).

“I first became interested in metaphor because I used to write poems,” Nogales says. “I saw that metaphors were very powerful both in my own writing and in the reading that I did, especially after I got to St. John’s; it seemed that often the critical tool in poetry and fiction was metaphor.” Nogales adds that she was also concerned with the limitations of logic and

prose, a concern that she examined in a junior year preceptorial with Chaninah Maschler on catharsis and a senior year preceptorial with Howard Zeiderman on Heidegger.

But her thoughts about metaphor served a far more practical purpose after St. John’s, when she found herself in a number of teaching positions, from remedial math teacher at a private high school to T.A. at Stanford University to computer teacher for older students at an Illinois community college.

“When I was teaching computer classes, I would tell my students that turning on the computer or loading software was like playing a record on a record player,” Nogales says. “This gave them the whole idea of input and output and helped them get their footing.” She explains that a metaphor can give a structure to something you don’t know how to look at. “In a new field you’re given a lot of information, but you don’t know what to do with it. When someone gives you an analogy or a metaphor, they express this unknown thing in terms of something you know. This allows you to relax and get comfortable, and then it gives you a model for drawing conclusions.”

Nogales recalls that her older computer students were worried about breaking the machine, about its cost, and about making mistakes. “A lot of things hadn’t sunk in, like the idea that

a computer is never going to laugh at you. I used to compare the computer to a Cuisinart. The Cuisinart itself can’t do anything until you put the right attachment on it, but depending on which attachment, it can be rather powerful,” she says. “When you give students an example like that, they laugh, and when they laugh, they are in a much better position to learn.”

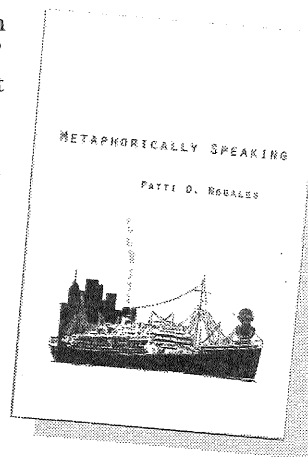
Nogales notes that it is not unusual for metaphors to invoke laughter, as well as other emotions. “In my case as a teacher, humor was useful. But metaphors can also invoke feelings of comfort as they transform the unknown into something familiar. And they are often used by politicians for their ability to invoke anger or security.” As an example, Nogales discusses Lincoln’s famous line from the Gettysburg address: “That this nation, under God, shall have a new birth of freedom...”

“Lincoln addressed the nation when the people were in pain. He said, ‘look, this is birth.’ If it’s birth, the pain is now in context and Lincoln is saying that the pain is meaningful and will produce something: a nation that

you believe in, freedom. Most people, when they’re experiencing pain, want it to go away,” she says. “But this metaphor shapes their view of that pain, so that it’s acceptable.

Nogales says that, although *Metaphorically Speaking* had a long gestational period, its birth was not at all painful. “It was a privilege to explore something I am interested in for such a long time,” she says. She thanks a long list of people for their help with her work, from tutors Chaninah Maschler and Howard Zeiderman to her committee members and advisors to her babysitters, and, of course, her family.

Now that Nogales has her PhD, is the answer to her father’s question any clearer? What is she going to do with her degree? “In the present I have an urge to reconnect,” she says. “I am planning to visit relatives in Spain and Venezuela [where she grew up but has not been for ten years]. I also have a yearning for self expression, to stop analyzing how metaphor works and to make a few of my own, maybe to write a song or two.” •



POET OF THE LAND

A St. John’s alumna, Louise Heydt (SFGI-Eastern Classics, 1999), recently won the first-place award for poetry for her work, “Bosque Del Apache,” from the *Santa Fe Reporter* (no relation to this publication). She lives in Pecos on 200 acres of mountain wilderness and writes about nature. Ms. Heydt is working on a book about praying and finding the sacred in the land. She is a Buddhist.

Bosque Del Apache

Sunrise blood red against black sky
spilling into still water
snow geese walking, calling.
Long legs of sandhill cranes
delicate in a bath of crimson
wings stretching slowly, deliberately
Tai Ch’i in the pale light
silhouettes against the raucous din.
Suddenly cloud of white and black
lifting from the marsh
filling the horizon
undulating in a chorus of cries and calls
wings catching the sunlight
dancing over the mountains
a tidal wave rising to the sky.
Cranes call from below
then thoughtfully spread wings
and climb slowly over treetops disappearing
Giant arrows, legs and necks taut
their sound echoing
back to the quiet emptiness
of frost sparkling pink on willow branches
and grass clumps standing alone.

continued from page 7

In Santa Fe, three tutors who taught part-time in Santa Fe last year have now become tenure-track members of the faculty:

Julie Rehmeier received her BA in mathematics from Wellesley College and her MS in mathematics from Massachusetts Institute of Technology.

Jennifer Otsuki graduated from Reed College and then went on to earn her MA and PhD in English literature from the University of California at Irvine. She was an assistant professor in the Department of English and American Literature at Brandeis University from 1991-97.

George Lane received a BA from Reed College and an MA and PhD from the University of Chicago Divinity School. He has been a research assistant at the University of Chicago; and has taught philosophy and theology at Elmhurst College, Loyola University of Chicago, University of New Mexico, and Albuquerque TVI Community College.

The following also joined the Santa Fe faculty this fall:

William Alba is a 1986 graduate of Cornell University where he was a summa cum laude in chemistry. In 1992 he received a PhD from the University of California at Berkeley. Since then, he has taught at Phillips Academy and Bard College, and was the Coordinator of Mathematics and Science at the School of the Art Institute of Chicago.

Greg Bayer is a 1978 graduate of St. John’s College (Annapolis). He received a PhD in philosophy from the University of Texas at Austin in 1995, with a dissertation titled “Definition in Aristotle.” He comes to St. John’s from the School of Historical Studies at the Institute for Advanced Studies, Princeton.

James Cooke is a 1962 graduate of the University of North Texas. He pursued graduate study in physics at the University of North Carolina where he received his PhD in 1966, and post doctoral studies at the University of Manitoba. His area of specialization is quantum theory.

Juan Carlos Flores is a 1992 graduate of Connecticut College where he wrote an honors thesis, “Ethics According to Averroes, Maimonides and Aquinas.” He has studied as a visiting scholar in the Department of Theology at Boston College, and he recently defended his doctoral dissertation for the Katholieke Universiteit at Leuven, writing on “Henry of Ghent on Substance and Relation as Modes of Uncreated Being.”

Richard McCombs is a 1990 graduate of the University of South Carolina. He received a MA in philosophy from Fordham University, and is currently completing a PhD dissertation on “Personal Unity in Plato and Kierkegaard.” He was recently a tutor at Rose Hill College.

Edward Walpin received his BA in political science from Middlebury College in 1987. He holds masters degrees in English and in political science from Middlebury College and Duke University. He received a PhD from Duke University with a dissertation titled “Friendship, Fellowship, and Political Community in the Thought of Friedrich Nietzsche.”

Michael Wolfe is a 1994 graduate of St. John’s College (Santa Fe). He pursued graduate studies at the University of Virginia where he received an MA in History of Religions, focusing on Islam, Hinduism, Buddhism, and pursued language training in Arabic, Persian and Chinese. •

ANNAPOLIS HOMECOMING

The last Homecoming of the century whose first two digits are 1 and 9 proved worthy of millennial status—the festivities of October 1-3 brought well over 500 alumni, spouses, significant others, and children to Annapolis. Was there a theme to this party? Does “fun” count? From the extremely colorful and whimsical brochure to the seriousness of seminars, this Homecoming was about all that makes St. John’s the college it is. Even the wounded Liberty Tree, surrounded by an orange plastic fence studded with “No Trespassing” signs, couldn’t suppress the crowd’s good humor. Here’s what was going on:

The Class of 1994 Homecoming Lecture on Friday night was “Galileo Agonistes” by Curtis Wilson. Mr. Wilson was also honored at the Decade of the ’40s luncheon on Saturday for his 50 years as a tutor.

Two parties followed lecture—in Randall, Julia Mobayed Dray (A87) entertained at the piano during a candlelight reception; Eric Lyon (A94) DJ’d the “traditional” rock party in the Coffee Shop.

Saturday morning the Alumni

Association held its annual meeting in the Great Hall. Led by Association president Allan Hoffman (A49), the alumni awarded Honorary Alumni status to John Christensen, director of admissions in Annapolis since 1979; Wendy Allanbrook, former and tutor and assistant dean; James Matthews, a member of the college buildings and grounds crew for more than 35 years; and Charles Watts, a member of the Board of Visitors and Governors who has been active with the college for many years. (For more on the awards, see the Alumni Association Newsletter on page 18.)

Reunion lunches drew big crowds—1934 and 1939; 1944 and 1949; 1954; 1959; 1964; 1969; 1974; 1979; 1984; and 1994. Notable for their spirit and numbers were the tenth reunion 1989ers—31 strong returned to campus to compare notes on graduate school, married life, babies, and jobs.

Seminar offerings included program authors Kant, Euclid, Shakespeare, Montaigne, and Homer. Extra-program offerings were Isak Dinesen, Maimonides, Proust (tutor David Townsend and 19 alumni bravely tackled *Swann’s Way*), Wordsworth, Harper Lee, and Milton’s “Areopagitica.” Members of the classes of ’64, ’69, and ’74 were invited to a seminar on Scott Buchanan’s original description of the New Program in the 1937 catalogue. They reflected on how the college lived up to or disappointed the ideal outlined in the reading. The seminar, led by Chris Nelson (SF70), also explored the question of whether emotion and intuition are somehow ignored or not developed at the college.

A choice of activities was available after seminar: an afternoon tea waltz in the Great Hall with piano music by Elliott Zuckerman; a memorial service for Mrs. Kaplan, widow of tutor Simon Kaplan and a former librarian, who died in the spring at the age of 105; and a bookstore autograph party. Alumni

authors featured at the autograph extravaganza included: Eva Brann (AH89), Eric Salem (A77) and Peter Kalkavage—a new translation of Plato’s *Phaedo*; Eva Brann (again)—*What, Then, Is Time?*; Joe Sacks (A68)—new translation of Aristotle’s *Metaphysics*; Jon Leizman (A84)—*Let’s Kill ‘Em: Understanding and Controlling Violence in Sports*; Charles Melson (AGI88)—*The War That Would Not End: US Marines in Vietnam 1971-73*; and William Kowalski (SF94)—*Eddie’s Bastard*.



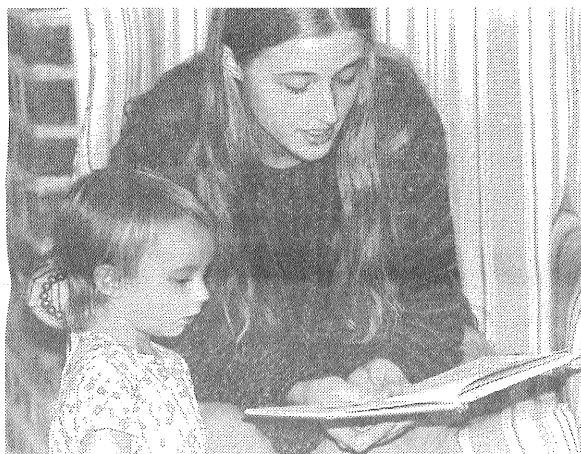
The quad proved to be a favorite gathering place, just like in student days.

Saturday night brought the Homecoming Dinner in Randall Hall. Jeremy Leven (A64) received the Alumni Association Award of Merit (see story on page 18). After dinner, there was a choice of either a waltz/swing party in the Great Hall or a rock party in the Coffee Shop.

Festivities concluded Sunday morning with the President’s Brunch at the president’s house in West Annapolis. •

For those who like to plan ahead

Upcoming dates in Annapolis:
Croquet Match with the Naval Academy, April 29;
Annapolis Homecoming, September 22-24.



Story Hour featured children’s classics – while Mom and Dad went to seminar.



Joining the portraits of past SJC presidents was the newly unveiled likeness of Edwin Delattre.

The first week of the Summer Alumni Program will run July 9 through July 14. Morning seminars will explore the world of Jane Austen, led by tutors Eva Brann (HA89) and Lynda Myers (SF72). Mr. William Darkey (A42) will join Ms. Brann and Ms. Myers in the afternoon to discuss the poetry of Austen’s era, including William Cowper, Percy Bysshe Shelley and Samuel Taylor Coleridge.

Week 2, from July 17 through July 22, will focus on the question: What is the best education? Selections will be from program books. The morning seminars will examine classical works in educational philosophy, and afternoon seminars will read works by St. John’s own tutors and

SANTA FE HOMECOMING WEEKEND AND SUMMER ALUMNI PROGRAM

SANTA FE 2000

deans, including Jacob Klein and Eva Brann. Annapolis President Chris Nelson (SF70), David Levine (A67) and Cary Stickney (A75) will lead the seminars.

Homecoming Weekend, July 14-16, falls between the weeks of the Summer Alumni Program. This year’s reunion classes are 1970, 1975, 1980, 1985, 1990 and 1995.

The brochure and registration materials will be mailed to all members of the reunion classes this spring. If you are not in a reunion class and would like to receive a brochure, please contact the Santa Fe Alumni Office (e-mail: tshalizi@mail.sjcsf.edu) or phone 505-984-6103.

When the seed that would become the Liberty Tree was pollinated, fell to the ground, and germinated, the East Coast of the United States was an undisturbed forest. No white Europeans had landed on its shores. Patuxent and Conoy tribes lived in small villages, farming and fishing, in the area where the river now known as the Severn met the estuary now known as the Chesapeake Bay.

When the tree was barely full-grown, about 90 feet tall with a full-leafed crown and a tulip poplar's characteristic gnarled branches, Annapolis was designated the capital of the colony of Maryland. A year later, in 1696, the colony's first school was founded—King William's School. The tree stood near the highest point in town, where Annapolis' powder house would hold colonial-era munitions, and where, in another 50 years, the colony's governor would choose to build his governor's mansion.

When American patriots began to stir up protests against Britain, the tree was a significant landmark. It became the meeting place of the Sons of Liberty, revolutionary types like Samuel Chase and Daniel Dulaney. Under the tree's protection, they ranted against British injustice and planned insurrectionary actions to protest the Stamp Act. They hung various officials in effigy from the tree's branches. When they won victories, they draped the tree's boughs with festive banners.



Silhouetted in the mid-afternoon sun along with the giant crane, the tree is almost shorn of branches.

When the state of Maryland granted the newly chartered St. John's College the grand unfinished governor's mansion and four acres of land in 1784, the tree stood on what was probably a cleared area in what would become the college yard. When Francis Scott Key graduated in 1796, the poplar was known as "The Ancient Tree," so remembered by his classmate John Shaw who wrote a poem celebrating the tree's endurance.

When persons unknown set the tree on fire in 1848, St. John's president Hector Humphreys rushed to its salvation, using chemicals from his newly outfitted chemistry lab to extinguish the blaze. When school boys exploded two pounds of gunpowder in the tree's hollow trunk a few decades



"The college's motto is built on a Latin pun over the root word for liberty," president Christopher Nelson told the crowd gathered to bid the tree farewell.

later, the explosion actually helped the tree by destroying insect damage. The tree survived storms, lightning strikes, pranks, decay, and infestations.

In the late 1800s, the local chapter of the Daughters of the American Revolution propagated a baby Liberty Tree and in 1889 planted it on the opposite side of front campus, near what is now the Greenfield Library. In 1924, the good ladies erected a fence around the Liberty Tree to prevent souvenir-hungry tourists from stripping the trunk of its bark.

When the tree seemed to be in failing health, its huge trunk hollow from decay, a landscape architect named John Withers traveled from New Jersey to clean the cavity and fill it with 55 tons of concrete—"the greatest single accomplishment of tree surgery in the world," he claimed in 1907.

When storms battered the almost 400-year-old tree in the 1970s, the local company hired by the college to care for the Liberty Tree strung guy wires to support its endangered limbs. They fertilized and pruned the tree, treating it to all the latest methods available to geriatric poplars.

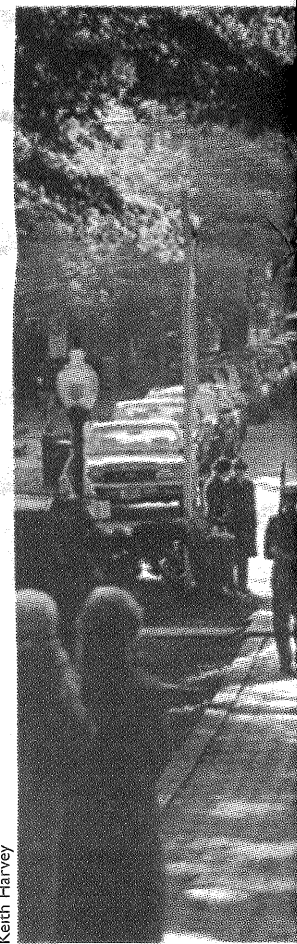
When Hurricane Floyd whipped through Annapolis on September 16, 1999, it thrashed the area with 12 inches of rain and 65-mph winds. Thousands of trees were downed or damaged—including the Liberty Tree. Following the storm, the college called in Bartlett, the company that had cared for the tree since the 1950s, to examine a crack that had developed in the first main branch and extended down into the trunk. The news was bad: the damage was severe. The largest main branch could crash down at any time, pulling the already brittle tree apart, Bartlett's experts reported.

A Parade of Experts

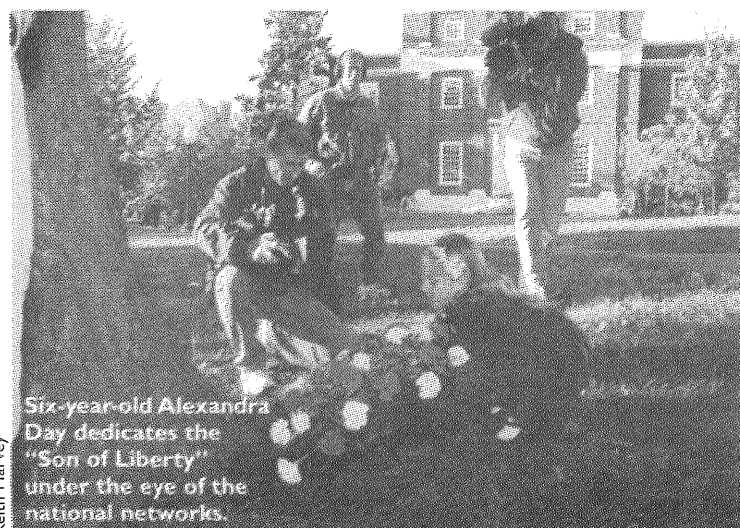
The tree whose shade sheltered French soldiers on their way to Yorktown in 1781, Annapolis officials honoring Lafayette on his return to America in 1824, Civil War prisoners recovering from the trauma of battle, picnicking Annapolitans dressed in their Victorian finery, gun-toting St. John's students practicing their military formations in the early 1900s; the tree past whose huge trunk strolled Barr and Buchanan, Jacob Klein and John Kieffer, Winfree Smith and Bill O'Grady; the tree under which inebriated students slept, tie-dye clad croquet players defeated Navy, seniors graduated, and alumni married—couldn't it be saved?

A team of administrators including president Christopher Nelson (SF70), vice president Jeff Bishop (H96), treasurer Bud Billups, and assistant dean Anita Kronsberg (A80) went to work. First came the safety of the students. Six rooms in Pinkney were evacuated since it looked as though the cracked branch might reach that far. An orange plastic fence whose radius measured the height of the tree (about 100 feet) was erected around the tree.

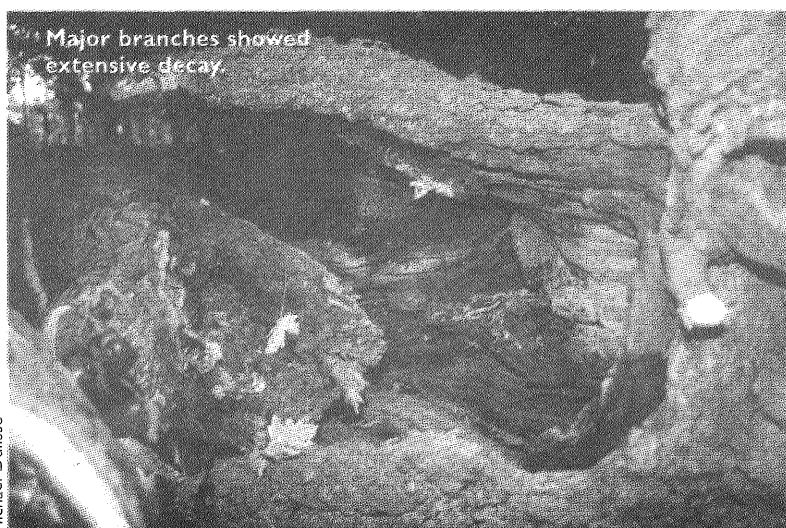
Many experts were consulted, including local arborists



To bring a sense of public staged a ceremony comp Naval Academy.



Six-year-old Alexandra Day dedicates the "Son of Liberty" under the eye of the national networks.



Major branches showed extensive decay.



Philip Ferrara

ll to the y Tree

and the National Arboretum. The state of Maryland sent several of its tree care people to evaluate the situation.

Everyone had the same bad news—the tree was too badly damaged; it should come down. Soon the media found out and there were stories in all the local papers and TV news shows about “The Nation’s

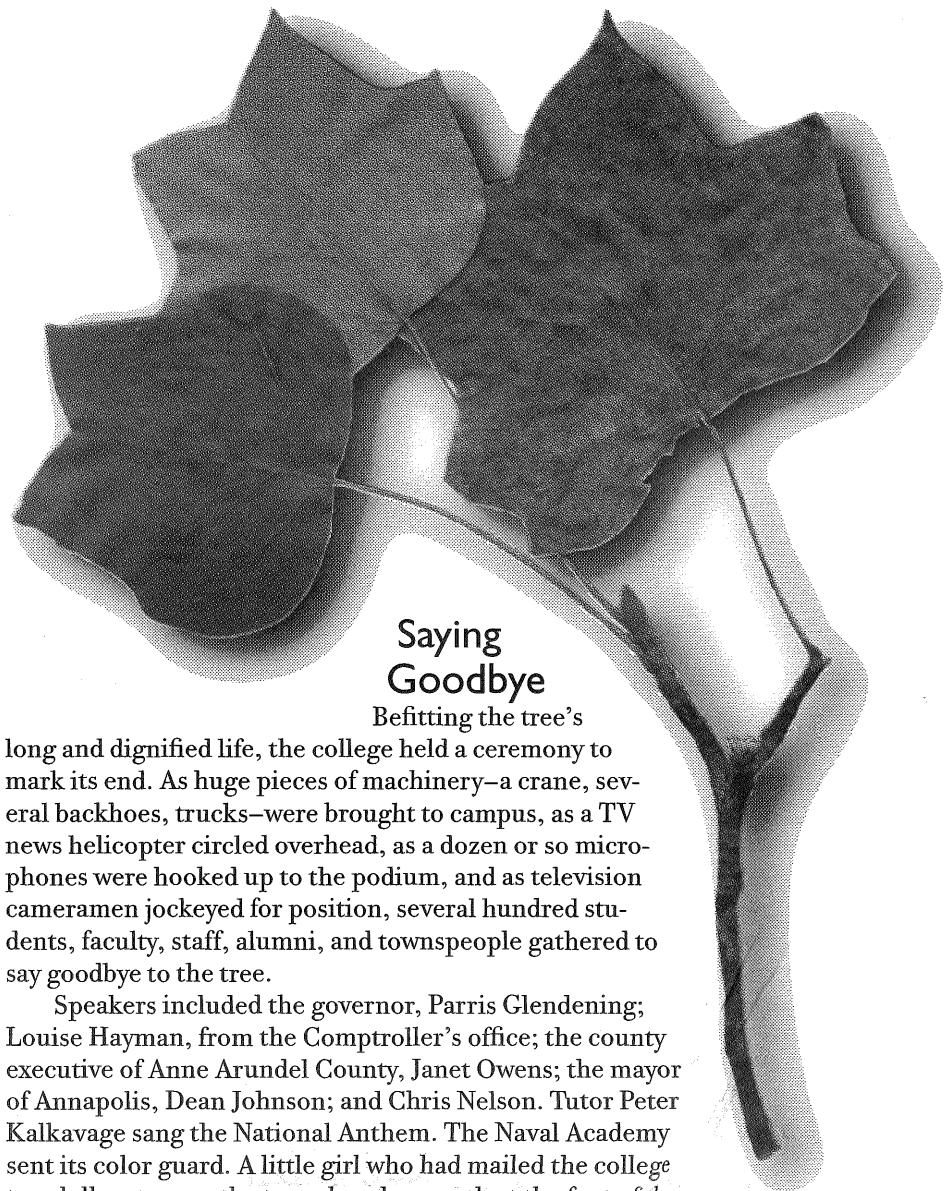
Last Liberty Tree.” There were

stories on National Public Radio, on BBC Radio, on local and national talk shows. Concerned people called from all across the country with suggestions: put some bolts through the crack, support the tree with a scaffold, inject the tree with an agent that would turn the wood to plastic, fertilize the tree with a special infusion.

One of the experts who cares for the state of Maryland trees gave the college some hope; he suggested calling in a specialist on tree structure (as opposed to tree physiology—the Liberty Tree looked healthy enough with its full, green leaves and extensive root system, but what was in danger was the way it was held together). On October 5, almost four weeks after the storm, Russell Carlson, an arborist from Delaware, examined the tree for about five hours. He went up in a crane to measure the amount of solid wood in the trunk, major branches, and smaller branches. Ten days later he submitted his report. “The tree is in danger of massive structural failure,” he said. In some places it had less than 5% solid wood; he found further that the “entire tree now consists of a hollow shell of wood, sometimes only two or three inches thick...much below the safe threshold level.” Trimming the Liberty Tree would not work, he reported. So much of the crown would have to be removed, the tree would not only look like a stalk of broccoli, it would enter a “death spiral” since not enough leaf surface would be left to generate nourishment. (The full report is available online by links from the college site: www.sjca.edu—click on “Liberty Tree Update.”). It was not just the damage from the storm that determined the tree’s fate, it was its brittleness due to its age and the amount of decay in its trunk and major branches.

The decision seemed obvious, but nevertheless difficult. In a statement released on October 18, President Nelson said: “With sadness in our hearts, we have accepted the expert opinions of a number of very qualified arborists, and we have determined that the Liberty Tree should come down.”

There were letters to the editor of the Annapolis paper to protest the decision, but in general, the public seemed to understand that the tree had to be taken down. It had lived more than twice as long as the oldest of its species. In its weakened state, it was a clear danger to students and to anyone else who happened onto campus.



Saying Goodbye

Befitting the tree’s

long and dignified life, the college held a ceremony to mark its end. As huge pieces of machinery—a crane, several backhoes, trucks—were brought to campus, as a TV news helicopter circled overhead, as a dozen or so microphones were hooked up to the podium, and as television cameramen jockeyed for position, several hundred students, faculty, staff, alumni, and townspeople gathered to say goodbye to the tree.

Speakers included the governor, Parris Glendening; Louise Hayman, from the Comptroller’s office; the county executive of Anne Arundel County, Janet Owens; the mayor of Annapolis, Dean Johnson; and Chris Nelson. Tutor Peter Kalkavage sang the National Anthem. The Naval Academy sent its color guard. A little girl who had mailed the college two dollars to save the tree placed a wreath at the foot of the “Son of Liberty,” the 110-year-old descendant in front of the Greenfield Library.

Connecting the idea of national liberty that the tree symbolized to the notion of the liberal arts as taught at the college, Nelson said, “A liberal education frees the individual from the limitations of thinking about means, and helps him to think about life’s purposes. To distinguish good from evil, you must free yourselves from the prison of ignorance, the constraints of convention, and the bonds of prejudice and popular opinion. Liberal education has to do with that kind of liberation. The health of the nation depends on its citizens experiencing that kind of liberation. The power to choose one’s own ends in a government of the people and

continued on page 17

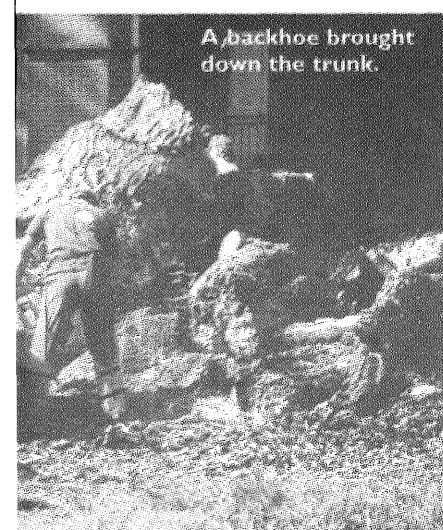


Suspended like King Kong in his cage, a worker takes off sections of branches.

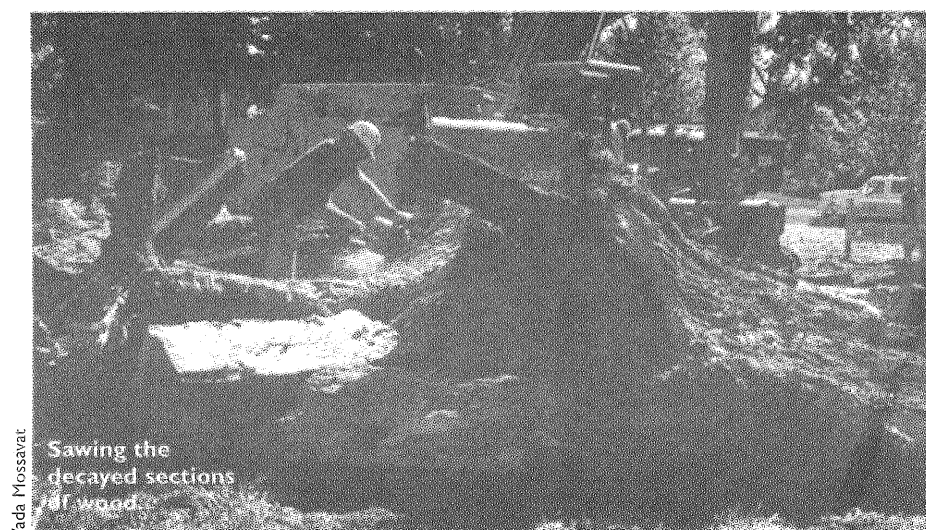
Keith Harvey



closure about the tree, St. John’s etc with a color guard from the

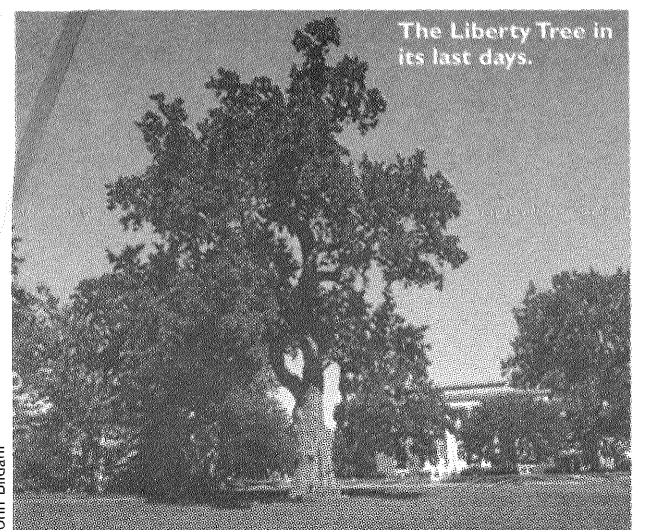


A backhoe brought down the trunk.



Sawing the decayed sections of wood.

Vada Mossavat



The Liberty Tree in its last days.

John Bildahl

READING, WRITING & POKEMON

Two groups of St. John's alumni are involved with alterative schools based on the Summerhill model.

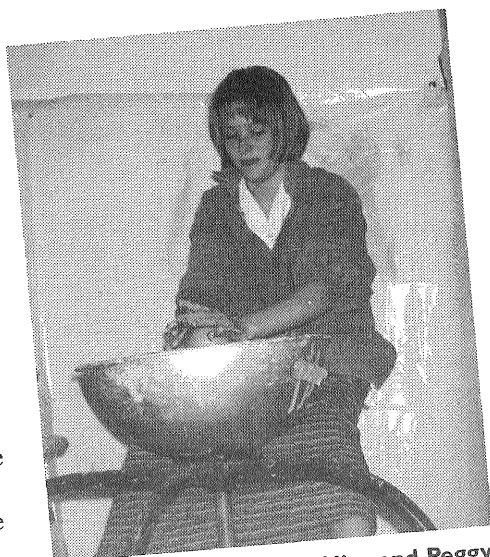
by Sus3an Borden

What does it take to make a school? Most people would list classes, teachers, a principal, textbooks, classrooms, desks, and a curriculum as necessary components for any K-12 experience. Johnnies might add great books and class discussions for the pre-college set. But at some schools, all these things are superfluous; at these schools, only freedom is essential. Students are free to choose their activities—not from a list created by teachers—but from their own hearts and heads. On some days that might mean reading and woodworking; on other days, soccer and Nintendo; and on others, climbing trees and chatting with friends.

In the United States there are about 20 such schools. Two of them, the Fairhaven School in Upper Marlboro, Maryland, and The New School in Newark, Delaware, have strong connections to St. John's. Fairhaven's founders include Johnnies Peter Kellogg Smith (A43), Kathy Smith (A83), Jim (A77) and Peggy Meyer (A76), Bryant (A73) and Ann Cruse (A76), and Alice Wells (A83), who is currently a Fairhaven staff member. The New School was founded by Melanie Jago Hiner (A80), who remains a staff member. John Hiner (A80) is the president of the school's legal entity, Joe Roach (A81) is a staff member, and BJ Sisson (A81) is a friend and advisor to the school.

Pursuing Passions

Anyone who's read A.S. Neill's classic, *Summerhill*, will have a good idea of what these schools are all about. Students are encouraged to pursue their passions and teachers



Alice Meyer, daughter of Jim and Peggy Meyer (both A77), at the Fairhaven School's pottery wheel.

(or staff members, as they are called) support them, act as resources, help when they get stuck, and, mostly, try to stay out of the way. Few classes are offered at these schools; none are required. Instead, students pursue their interests in their own way. An interest in botany can lead to a student trolling the grounds for plant specimens, a Peterson's Guide in hand and a microscope waiting back at the schoolhouse. A love of writing can lead a student to publish a school newspaper. A philosophic bent of mind can send students to the works of Plato or lead to hours of discussion with staff members and fellow students.

But when students are left to discover their own passions, their pursuits don't usually fit neatly into the subject categories you'll find at the local public school. Wells says that popular activities at Fairhaven include video games, Nintendo, Lego, a weekly rendition of "Whose Line Is It Anyway," movie watching, swinging on a tree swing, wading up a stream, sandbox play, reading

books, endless discussions, Pokemon, talent shows, fashion contests, painting, pottery, woodworking, dancing, electronic experiments, chemistry experiments, math, history, music theory, piano lessons, and sewing. "You can positively hear the hum of activity," says Wells. "It's not that chaotic pent-up energy of kids on the playground who have been

penned in all day. It's the intensity of everybody's journey jangling around in that building."

Hiner describes a similar scene at the New School: "Some kids play capture the flag or football or they paint or do papier mache. There is constant activity: some reading, some sitting on the sofa talking to people, some more traditional kind of learning—but it's all learning, all working on different parts of the self. We are not just intellectual beings. We are emotional, spiritual, and physical beings as well. The school aims to provide a place and people who will support all those parts of us."

With no required classes and football and video games allowed, how, you might ask, do students ever learn anything?

"The philosophy of this school requires a leap of faith—an emotional, psychological, and spiritual understanding that a human being will unfold in his own way in his own time without a lot of intervention," says Wells. "At Fairhaven, the definition of learning is broadened to include all types of activity from reading to academic skills to foraging outside for edible plants to wading up the stream and looking at fossils. The opportunity for learning is everywhere if a student is turned on and interested. Every moment holds some kernel of awakening for the student whose eyes are open. When you're driven from within, there's very little resistance to learning in any situation. The students here are inspired to forage through life looking for what fascinates them and to pursue it, to persevere even if that requires some drudgery or crossing deserts to get to that oasis that fascinates them."

Hiner agrees. "So much is happening here, everyone is learning different things. If you're ten years old and you see a friend of yours who is sixteen reading the writings of Jung and Freud, you walk up to him and you say 'what's that?' The kids

here see people every day pursuing things they really love. They aren't seeing someone being forced to learn, but seeing what learning really is: sitting for an hour or two and thinking hard about something or being part of a debate during afternoon tea. They see all these things. Most of the time you don't need someone to teach you. Children learn constantly. Young children say 'why, why, why' and they want to carry the sharp knife, and they watch while you're doing woodwork. We seem to think that suddenly, at age five or six, learning takes place behind a desk with someone telling you things. That's not how learning works," she says.

The Road to a New School

Hiner's journey toward founding the New School began at age nine with three key experiences. The first was when a social studies



A building project initiated by 6-year-olds at the New School involved making pushcarts from cannibalized lawnmowers.

teacher told her she could study anything she wanted as long as she discussed her progress with her. "That was the greatest gift," Hiner says. "I was the kind of kid who used to read encyclopedias. I wanted to study the Mongolian invasion of China and the Visigoths."

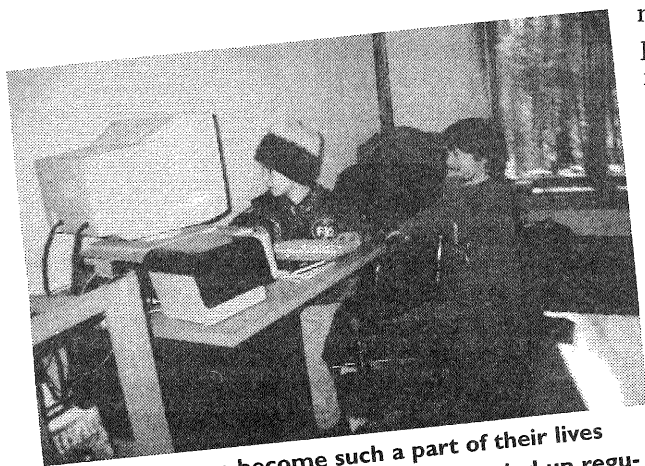
The second experience was Hiner's math class, where the teacher frequently gave timed math tests: 25 problems in 5 minutes. "I would try to block that class out," she says. "I would sit in the seat closest to the door and hunch over my desk praying 'please forget, please forget this test.' My fear of math (which didn't get cured until St. John's) was in part due to that horrible experience."

The third experience was Hiner's reading Louisa May Alcott's



Two students face off, friendly-style, in an interage exchange common at the Fairhaven School.

Little Men, in which Jo starts a school. "She takes a little violinist boy who's an orphan and doesn't make him study math, doesn't make him do anything. She just loves him and lets him play his violin," Hiner recalls. "After those experiences, I knew what school should be like."



Computers can become such a part of their lives that students at the Fairhaven School wind up regulating how much time can be spent at them.

College added another dimension to her thoughts on education: "St. John's, with all its emphasis on conversation, the testing of ideas, the need to separate yourself from your ideas, the call to dissect things and get to the truth and fundamental principles—this had a lasting effect for me; conversation had become the essence of what schooling was all about."

After St. John's, Hiner taught math, of all things, in a California private school and a Delaware public school but was dissatisfied with both experiences. She then pursued a PhD at the University of Delaware working primarily in cognition and

instruction with a minor in philosophical education. "It was a wonderful time, a great time," she says. "I discovered that my thinking was way on the edge, way out there. I realized that everything in education was based on a traditional hierarchy, on top down management, on education as a process of providing information. That's not what St. John's is and that's not what I am either."

After receiving her PhD, Hiner traveled all over the east coast visiting private schools. "I read *Summerhill* and I knew it had to work," she says. Then a friend showed her an article about the Sudbury Valley School in Framingham,

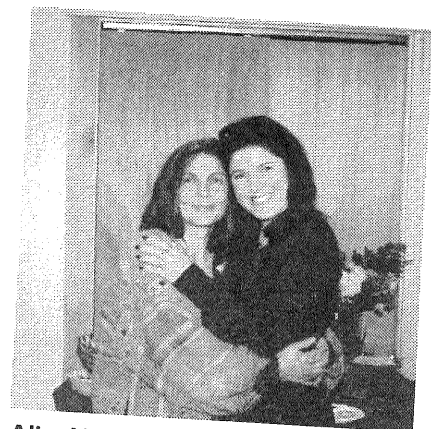
Massachusetts, a school that is run along the same lines as Summerhill. It was the school she had been searching for. "The founder there—he'd start a sentence and I could finish it," she says.

However, founding a school was little more than a dream for Hiner until February, 1995. "I was home-schooling my son, who was six," she recalls. "He came up to me and said 'I'm really tired of

you talking to me about when you start your school. Why don't you just do it?'" The New School opened that September.

A Sudden Awakening

For Wells, the path to Fairhaven came not from a directed search but from a sudden awakening. She remembers when she first heard about the philosophy of schools like Summerhill and Sudbury Valley. "It was as if someone had thrown this huge ball into my lap. I was stunned and amazed and could only stutter objections: 'What about Shakespeare? What about the really creative minds of our culture? How will the students get the opportunity to encounter them?' I slowly but surely realized that what I value, what I'm drawn to and find fascinating may not be what you value or find fascinating. I did a retrospective of my educational life and began to see ways I had lost opportunities, been handed subjects, topics, themes... Who knows what I would



Alice Wells (A81) with the first graduate of the Fairhaven School.

have come up with on my own, where I would have gone?"

Today, Wells has a better idea of where she's going. "I continue to see myself deeply involved with Fairhaven and I have a fantasy of starting a school like this in New York City," she says. "I think it would be fascinating to try to create an environment like this in an urban setting. It seems it would be appropriate because so much is available in a city if you bring down the walls of the school."

Hiner also has a deep commitment to her school. "I can see myself ninety years old and coming to afternoon tea. I have the extraordinary gift of getting to live my life's dream. It's one hundred times better than anything I could have imagined doing and it's one hundred times harder than what I imagined as a 9-year-old."

To learn more about these schools, visit their websites: www.thenewschool.com and www.fairhavenschool.com.



Joe Roach (A81) with a recent New School grad.

continued from page 15

by the people carries with it the awesome responsibility of knowing something about what the purposes of government ought to be.... These then are the principles of liberty to which we dedicate ourselves at St. John's College, and it will behoove us to recall these purposes with other symbols once this dear tree is gone."

Saws and Bulldozers, Clones and Saplings

Actually taking down the tree proved to be difficult. Suspended from a crane, a worker from The Care of Trees, Inc., began cutting branches. The work progressed slowly because of the condition and configuration of the tree. College staff passed out leaves and small branches from the tree to those who had come to watch. By the second day, only the trunk remained. The large branches were, as expected, hollow from decay; a surprising amount of wood further out toward the leaves was also crumbly and black. Good wood was cut into six- to eight-foot lengths and taken to a storage area to cure. Figuring out how to dismantle the trunk was also tricky—it was filled with concrete, reinforced with brick. A thin shell of bark surrounded the core. Finally a backhoe was able to knock the trunk apart into several pieces. Although the college had hoped to save the tree's stump so that it might sprout and supply fresh growth for propagation, that proved impossible—there was no stump to save.

Luckily, there are several descendants of the Liberty Tree: the one on front campus planted in 1889; one on Capitol Hill given during the nation's bicentennial in 1976; one in Kew Gardens in London, also from the 1976 propagation effort. Last spring, the state of Maryland took cuttings from the Liberty Tree in hopes of cloning baby trees, one for each state. That effort is underway at the University of Maryland. •

by Barbara Goyette



Keith Harvey



Vada Mossavat

An army of equipment, including a crane that stretched higher than 100 feet and several backhoes, gathered on the final day.

Want Wood?

Alumni who would like a small piece of the Liberty Tree wood can call or e-mail Jeff Bishop's office at 410-626-2507 or a-zolkower@sjca.edu. Some mementoes will be made; the college is still considering options.



Alumni Association News

WINTER 2000 ❄ ST. JOHN'S COLLEGE



❄ Glenda Eoyang (SF76) and Mark Middlebrook (A82) communications committee chairs - Barbara Goyette (A73), newsletter editor ❄

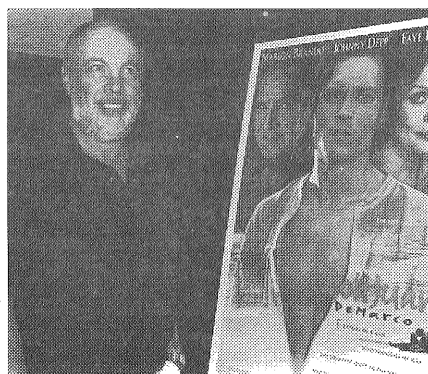
ALUMNI ASSOCIATION AWARDS

Alumni honor a psychologist/screenwriter and name four honorary members of the Association

At Homecoming in Annapolis, the Alumni Association of St. John's College presented the Award of Merit to Jeremy Leven (A64), and named Wendy Allanbrook, John Christensen, James Matthews, and Charles Watts honorary alumni.

Sharon Bishop (A66) introduced Jeremy Leven at the banquet where the award was presented by remembering that as a student, "he was cool." Even in his St. John's days, Leven, a clinical psychologist who wrote the movies *Creator* in 1985 and *Don Juan DeMarco* in 1995, combined academic pursuits with the performing arts—he penned "The Perils of St. John's," a satirical production, in 1965. Leven's first novel, *Creator*, was written in 1980; he told Bishop it was the thesis he had wanted to write 15 years earlier as a senior. He has since written two other novels and is

Photos by Keith Harvey



Jeremy Leven (A64) with poster boy Johnny Depp (left). Wendy Allanbrook, John Christensen, and Barbara Leonard compare notes on the rationality of 18-year-olds (right).

working on adaptations of them for the screen. "Throughout his career he has paid tribute to St. John's," said Bishop. "Now it's our turn to pay tribute to him."

Leven told the gathered alumni that the college has had a great



influence on his life. He recounted a number of SJC anecdotes. One time, he said, he told Mr. Sparrow, his math tutor, that he had worked until 4 a.m. on a problem but couldn't do it; Mr. Sparrow answered "I guess you didn't work long enough." He remembered how "absolutely overwhelmed" he was by Mr. McGrath's recitation of Shakespeare. One day, Mr. McGrath read something out loud that Leven couldn't find anywhere. It turned out to be from the stage directions to one of the plays—"I realized that anything he read sounded amazing." Leven said, "I work in a world that is filled with sophistry and hubris," but noted that his St. John's experience is always with him.

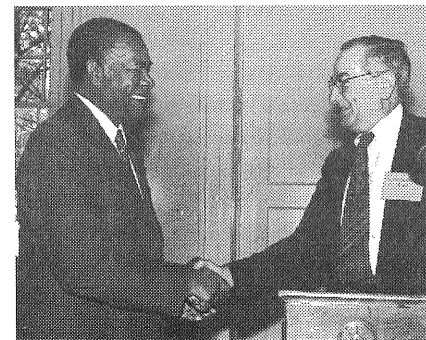
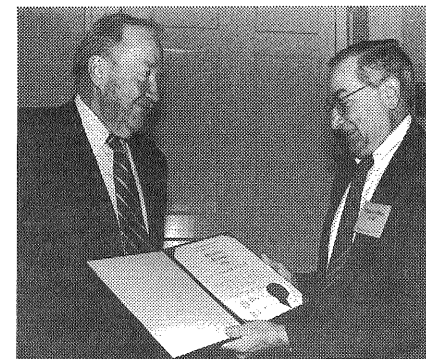
At the Alumni Association annual meeting, Wendy Allanbrook, a former tutor and assistant dean, was named an honorary alumna. She is currently chair of the musicology department at Berkeley. While at St. John's, she worked on the music manuals and gave a number of lectures on Mozart. "I harbored a secret fear that I had exiled myself from paradise" in leaving St. John's, she said, but always continued to use the first person plural when thinking of the college. She thanked the Association for making her use of "we" official.

John Christensen, director of admissions at the college since 1978, was named an honorary alumnus. During his tenure, the application rate has doubled. He has served on the Campus Planning Committee and was active in planning the restoration of McDowell Hall in 1989 (he wrote a book on the building as a result). In thanking the Association, he said, "Anybody whose job depends on the ability of 18-year-olds to make ration-

al decisions is in deep trouble," but he was glad to be a member of the alumni cohort.

James Matthews, the third honorary alumnus, served for 36 years on the buildings and grounds crew of the college, where he was famous to generations of Johnnies for his immaculate care of FSK. He has always been respected by the community for his teaching by example, the strength of his spirit, and his wisdom in advising students. "My heart is very happy," said Matthews, who retired last year. "I feel blessed to be a part of St. John's. There's not a day that goes by that I don't think about it. I always wanted students to know that this is their home away from home."

The final honorary alumnus to be officially welcomed to the community was Charles (Charlie) Watts. A longtime member of the Board of Visitors and Governors, Watts was formerly the president of Bucknell University and dean of Brown University. "He is already one of us," said Alumni Association president Allan Hoffman. Watts credited Harrison Sasscer (A44) with "leading me out of the swamp of D.C. and toward St. John's College." He also remembered former college president Richard Weigle: "We fought together, mostly on the same side of issues."



Association president Allan Hoffman with Charlie Watts (top) and Jimmy Matthews (lower), named Honorary Alumni.

Chapter Contacts

Call the alumni listed below for information about chapter, reading group, or other alumni activities in each area.

ALBUQUERQUE:
Bob & Vicki Morgan
505-275-9012

ANNAPOLIS:
Rebecca Dزامov
410-263-4291

AUSTIN:
Joe Reynolds
512-280-5928

BALTIMORE:
David Kidd
410-614-2260

BOSTON:
Ginger Kenney
617-964-4794

CHICAGO:
Amanda Richards
847-705-1143

DENVER:
Janet Dampeer
303-789-6012

LOS ANGELES:
Juan Hovey
805-492-5112

MINNEAPOLIS/ST. PAUL:
Vicki Wilson
612-595-9118

NEW YORK:
Fielding Dupuy
212-974-2922

NORTH CAROLINA:
Susan Eversole
919-968-4856

PHILADELPHIA:
Jim Schweidel
610-941-0555

PORTLAND:
Dale Mortimer
360-882-9058

SACRAMENTO:
Helen Hobart
916-452-1082

SAN DIEGO:
Regina Oberlander
619-624-0904

SAN FRANCISCO/
NORTHERN
CALIFORNIA:
Donald Kaplan
925-376-8252

SANTA FE:
John Pollak
505-983-2144

SEATTLE:
Jon Bever
206-729-1163

WASHINGTON, DC:
Sam Stiles, 301-424-0884
Bill Ross, 301-320-4594

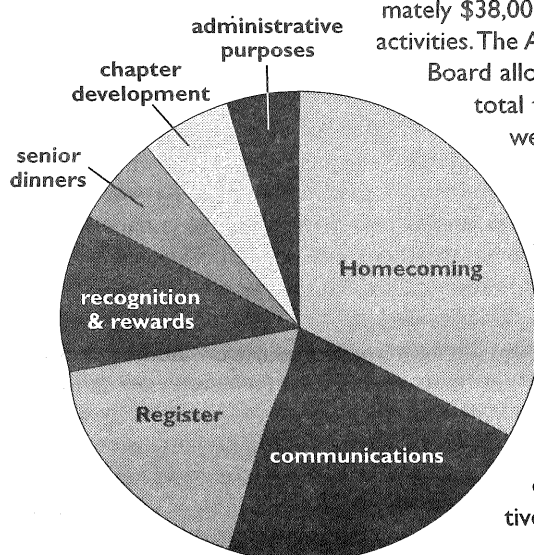
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boazl@cc.huji.ac.il

WHAT MORE CAN THE ASSOCIATION DO FOR YOU?

The Alumni Association has a newly stated goal: To reach more alumni more frequently and in more rich and interesting ways. This goal is not new; it grows out of the organization's mission, which has informed the work of the Association Board for many years. Recently we have restated it in these unambiguous and (we hope) action-oriented terms. As a first step in this process, we included a question in the last *Reporter*. We asked, "What can the Alumni Association do for you?" We were not overwhelmed with responses, so we will ask the question in a different way, "What MORE can the Association do for you?"

Before you can answer the question, you need some idea about what the Association does now to support contact among alumni and between alumni and the college. We decided that a summary of our budget would be the best way to let you know how your Association dues support the life of alumni and the college. So . . .

In 1999, approximately 1,600 alumni were dues-paying members of the Association. Dues, representing almost the whole revenue stream



How Association Dues are Spent

required to support the Association. One reason that the administrative costs are so low is that we receive tremendous support from the college through the services of the Alumni Directors on both campuses. Their long hours of creative work are provided by the college at no cost to the Association.

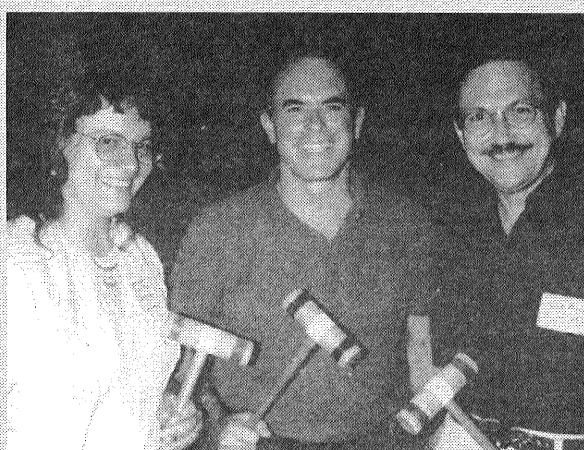
Chapter activities are primarily funded by the chapters themselves, but the Association does budget approximately 6% of its dues income for chapter development. Because the college covers the cost of chapter mailings and tutor visits, the Association contribution can be dedicated to a variety of activities to regain or sustain momentum for individual chapters. Among the most important chapter services is a semi-annual workshop for chapter presidents. The workshop helps prepare chapter officers for their work by providing information and opportunities for the chapters to share their stories.

Twice each year, once on each campus, the Association hosts the Senior Dinners. This tradition was instituted to build a connection between the Association and new alumni as they prepare to leave the day-to-day life of the college. Expenses for the dinners are shared among the Association, alumni hosts, and the college. These celebrations consume approximately 6% of the Association budget.

One function of the Association is to recognize and reward members of

for the Association, provide approximately \$38,000 per year to support activities. The Alumni Association Board allocates funds from this total to support everything we do. (Note that dues paid to the Alumni Association are separate from donations made the the Annual Fund of the college. That money goes to pay for operating expenses, financial aid, and instructional expenses at the campuses.)

Only about 5% of the revenues are used for administrative purposes. Board members pay their own expenses for attending meetings, so dues are used to cover phone, mail, and materials that are



The first annual barbecue and croquet match of the Austin Chapter of the St. John's College Alumni Association was held October 9, 1999 on the site of the group's monthly seminar meeting place. No reading was required, although if anyone can suggest a good treatise on the game of croquet, the chapter would be indebted. Pictured are Bev Angel (SFG189), Paul Martin (SF80), and Joe Reynolds (SF69). The photo is by Camille Pisk Donoghue (SFG185).

brochure. In the near future, some of these funds will support an official Association website and other electronic communications.

The remaining 33% of the Association dues are used to support Homecomings, including one on each campus and the spring croquet celebration in Annapolis. These parties provide opportunities for all alumni to renew old friendships and to discover new ones among alumni of many different classes.

This budget summary provides a picture of what the Association has done in the past to pursue its mission. With that in mind, "What MORE can the Association do for you?"

You can respond by calling the Alumni Offices in Annapolis, Roberta Gable (A79), at 410-626-2531; or in Santa Fe, Tahmina Sializi at 505-984-6103; by writing *The Reporter*, St. John's College, Box 2806, Annapolis, MD 21404; or by e-mailing the Alumni Association newsletter editor, Barbara Goyette (A73) at b-goyette@sjca.edu.

— by Glenda Eoyang

BUILDING CONNECTIONS TO THE COMMUNITY

About 225 St. John's alumni, both AGIs and undergraduates, live in the Albuquerque area. In 2000 they have a new opportunity to build a vibrant, local community of Johnnies. On Saturday, February 5 from 2:00 to 4:00, Dean (and acting President) James Carey joined the group to share insights about what's happening with the college. The conversation was varied and interesting. According to Bob Morgan (SF76), the new chapter president in Albuquerque, "It is hard to find a Johnnie who's not interesting!"

Bob has recently reinvigorated his interests in the St. John's community and he hopes to support the chapter as it helps others re-establish their Johnnie connections. He has been contacting alumni in the area by phone and has discovered

that a large number have some interest in building an SJC network in Albuquerque. Plans are for the group to meet at least quarterly and engage in a wide range of activities from networking, to socializing, to (yes) reading and talking about books.

Like many alumni from the '70s and '80s, Bob has reached a point of transition in his life. In the midst of a successful career in health care management, he changed his professional direction fourteen months ago. Now a successful agent for the New York Life Insurance Company and a Registered Representative for NYLIFE Securities, Inc., he is returning to core values that he first articulated at the college. He believes that the skills and insights he developed while a student have set the

foundation for professional flexibility. In his new profession, Bob is able to shape his own working environment and to help people plan secure and satisfying futures. These changes have ignited an interest in connecting with Johnnies who like to talk and who do it so well. He sees a connection with the college, his personal roots, as a significant part of his personal development at this point in his life.

Alumni in the Albuquerque area are invited to contact Bob and his wife, Vicki Morgan (SF76) at 505-880-2134 for details about the chapter. He hopes that chapter meetings in the months to come will nurture a vibrant conversation among alumni who live in and around Albuquerque.

Alumni Notes...

1935

Richard S. Woodman writes: "My brother Robert—class of 1937—and I are still alive and I'm still active practicing law here in upstate New York."

1937

Bob Snibbe, president and founder of the Napoleonic Society of America, has opened the Ellen Snibbe Napoleonic Library, Museum, and Study Center in Bellaire, Fla. The museum, named after his wife, features 800 books, paintings, porcelain plates, statues, magazines, pistols, guns, swords, movies, and music. The Napoleonic Society has 1250 members in 22 countries. Next year the society will sail a three-masted luxury schooner to Elba, Corsica, Monte Carlo, Cannes, Paris, and finally, Waterloo, to attend the annual re-enactment of the famous battle.

1946

Last May, **Peter Weiss** and his wife Cora helped to organize the Hague Appeal for Peace, which brought 10,000 people from around the world as well as Kofi Annan and other luminaries to the Netherlands for a week-long conference on the theme "Time to Abolish War—Peace Is a Human Right." He also authored the article "Legal Theories and Remedies" in the *Encyclopaedia of Violence, Peace and Conflict*, published this summer by Academic Press. "It's a steal for \$650," he writes.

1948

Raphael Ben-Yosef lives in Israel, where he owns and runs a manufacturers' representative firm dealing mainly with heavy mechanical and electrical equipment such as boilers, large pumps, fans of 5000 HP, turbine generators, etc.—mostly sold in power stations, refineries and chemical plants.

1951

Alfred Franklin writes: "This summer myself, Ray Starke, and Herman Small met at Melbourne Beach, Fla., for the '2nd mini alumni meeting.' The time is now to plan for the 50th in 2001. Help wanted."

1960

In June 1999 **Sarah Robinson Munson** retired from the Arlington (Virginia) Public Schools where she had taught English as a Second Language to elementary school students since 1987.

Col. John Lane writes:

"NationsBank bought Bank of America. We're changing our name to Bank of America. We're now the largest bank in the U.S. and the third largest in the world. I am continuing to run distributing, computing, and networking for the bank."

1964

Judith Laws Wood earned a bachelors degree in business administration in 1996 from California State University, San Bernardino and a masters degree in library and information science in 1998 from San Jose State University. She is at long last a working librarian.

1966

Ian Harris (A) is now the chair of the Educational Policy and Community Studies Department of the University of Wisconsin-Milwaukee School of Education where he has taught for twenty-three years. He has taught courses in community education, modern philosophies of education, male identity, and nonviolence in education. He is the author of *Peace Education and Messages Men Hear*, *Constructing Masculinities* and is co-editor of *Peacebuilding for Adolescents*, *Strategies for Educators and Community Leaders*. He received the 1997 Peace Educator of the Year Award from the Consortium for Peace Research.

1968

"We spent a pleasant day this spring hiking by the Mendenhall glacier and doing a bit of tour-guiding by car with Tom Geyer (A69) (and member of the Board of Visitors and Governors) who was traveling by cruise ship here in SE Alaska. The other 'visitor' is my fourth grandchild (and first grandson) Isaiah Cross," writes **George Partlow (A)**.

1969

Joseph Baratta (A) is teaching world history and international relations at Worcester State College in Massachusetts.

Hazel (A69) and **Larry Schlueter (A67)** have a new CD out called "John Saroyan Live and Pickin' in New Orleans," available from them at home: 1120 Bordeaux Street/New Orleans, LA 70115.

Andrew Garrison (A) reports that his psychotherapy practice is very active. He is teaching a course on American Utopias and preparing another on problems of the self.



The November 8, 1999, edition of *The New Yorker* carried a profile of Ed Weinberger (A65). Titled "The Furniture Philosopher," the article by Lawrence Weschler chronicled Weinberger's transition from "accomplished venture capitalist" to furniture designer of "imposing and confounding" pieces. Weinberger contracted Parkinson's disease at the age of 40; he found that thinking about art, designing pieces of furniture based on almost impossibly precise measurements of lines, angles, and planes, helped give his life focus. A young New Hampshire cabinetmaker named Scott Schmidt is able to bring his concepts into being. Influenced by a variety of art forms and historic movements, Weinberger's pieces epitomize the intersection of mathematical exactness (remember how the tutors always stressed that the word *mathematica*, the objects of mathematics, means "the knowable things" in Greek?) and physical being. Several of Weinberger's pieces are in daily use at the college. Christopher Nelson (SF70) works behind his Weinberger-designed desk in the president's office (pictured). There are also small tables in the dean's office and in the Mitchell Art Gallery.

1970

Steven Hanft (A) writes: "Me: dutiful husband of Ruth Sievers, my partner in life since 1980; proud father of Sam, who has been keeping us young since his birth in 1988."

Fr. John Emerson (SF) is living in Europe and writing a biographical dictionary of the Cardinals of the nineteenth century.

1971

John Stark Bellamy II (A) is astonished to announce the publication of his third book, *The Corpse in the Cellar* and his listing in *Who's Who in America* (2000 edition).

Linda Belgrade-Friehling (SF) is a pediatrician in Northern Virginia, outside of Washington, D.C. Her husband, Ted, is a cardiologist. But in their "spare" time, Ted has a rock band, and Linda helps with art and lyrics. Their first CD is available through the website: off-trax.com.

1972

Bradley Arms (A) has recently relocated to Simsbury, Conn., from Dallas to take the position of Senior Vice President for Health Care Delivery Transformation with CIGNA.

1974

Mary Geoghegan Jolles (SF) has recently been given the principalship of a second school in Colebrook—she is now principal of both Colebrook Primary and Elementary Schools, with a total staff of 50, housing grades K-8.

John Rees writes: "Three children under 5: Katherine, 4; Daniel, 2; and Maxwell, 1, make life joyous and busy. I recently saw **Geoff Cockey (A)** who drove through Orlando with 30,000 lbs. of frozen OJ. Who knows what tomorrow may bring?"

Paula Hartman Cohen (SFGI) is writing for the University of Massachusetts-Amherst news office full time, after serving as a freelance reporter for *Newsday* and the *Chicago Tribune*, and as a writer for PBS science shows. Son Dan is now on his own, working as a computer engineer in NY, so Paula welcomed the chance to switch gears and move to a vibrant, academic community. She can be reached at UMass News Office, Amherst, MA 01003-6020 or phcohen@admin.umass.edu.

1975

Leslie Johnson (SF) writes: "I have been working for the past ten

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years as a staff research attorney for the Superior Court in Butte County, California, but checking the *Daily Journal* classified ads for that "tropical paradise" job opening I've been waiting for. I live on 12 acres in Chico with my husband, two teenage stepchildren, my little girl, Addie, and several other families—our 'land partners.' Hope to see lots of friends at the 2000 reunion."

Michael Hendry (A) is now teaching the classics at Bowling Green University in Ohio.

Peter and Mary Kniaz (A) and their five children (ages 3 to 18) are moving to Hopkinton, Mass., as Peter takes a position as Director, Information Systems, in the Boston Area.

1976

Adam Wasserman (A) is enjoying a year-long "sabbatical" from his government day job. His project involves analyzing generational change in the former Soviet Union. He's had to take his first classes—and exams—since finishing graduate school 20 years ago: the horror! Otherwise, life in Vienna, Va., is good.

1977

Gene Glass (A) and his wife Susan are living in the small rural town of Carroll, Ia. Gene continues his work as a clinical psychologist, while Sue teaches both aerobics (for adults) and drama (for high school students). They are involved in community theater productions and Gene has professional acting jobs occasionally in Des Moines. Gene is recently online at GeneGlass@webtv.net. He very much enjoyed the hospitality of alumni Rick (A) and Carol Katrina Plaut (A79) and their children this past summer in Massachusetts.

Timothy Born (A) is director for the Agency for International Development in Mozambique.

1978

Randall Rothenberg (A) recently joined Booz-Allen & Hamilton, the management consulting firm, as editor-in-chief of its intellectual-capital unit, Strategy & Business Media. He continues to write a weekly column for *Advertising Age*. His wife, Sue, recently became health editor of *Good Housekeeping*.

David Woolwine's (A) article, "Community in Gay Male Experience and Moral Discourse," has been accepted for publication by the *Journal of Homosexuality* and will be published in 2000.

After 13 years as a trial lawyer and 4 years as a development officer for non-profit organizations,

Thomas Dean Wise (SF) is now a computer network engineer for the University of California.

Marion Freistadt (SF) announces the birth of her healthy son, Shafir Davim Wittenberg, on September 25, 1999.

1979

Deana Tosheff Sullivan (A) reports: "After eight years in Berlin and Frankfurt I am now in Stuttgart, where I work as a business translator at DaimlerChrysler. After leaving St. John's I studied business, then got a German accounting degree, and am now preparing for the CPA exam. I

might also be working on the English translation of a Children's Bible which is to be published by the German Bible Society. If anyone out there is interested in biblical texts and/or would like to share favorite devotions or stories please feel free to e-mail me at D.Sullivan@DaimlerChrysler.com."

Marilyn Schaefer (SGI) writes: "I retired in 1998 after teaching 28 years in the City University of New York. Have been doing a lot of reading, some painting, some traveling. Saw *Comedy of Errors* at the newly reconstructed Globe in London recently. Spent a great morning in Southampton last year with Linda

(Stabler) (SGI76) and **Peter Talty** (SGI87) and their two girls."

1980

Guy Jennings (A) has been married to Laura for 14 years and has two sons: William (10) and Graham (6). He was named outstanding attorney by the U.S. Department of Justice Tax Division.

Lisa Lashley (SF) writes: "I am still living in Santa Fe, where I'm teaching elementary music at St. Francis Cathedral School and cantoring for Wednesday morning mass at St. Francis Cathedral Church. Took up snowboarding two years ago

THE INTELLECTUAL PROPERTY GIG

Deirdre O'Shea and some other Johnnies are thinking up a storm for Walker Digital Corp.

by Roberta Gable

Deirdre O'Shea (A98) didn't graduate with much of a plan, but now she has a very cool job.

When she was a senior, O'Shea worked for Palate Pleasers (caterers in Annapolis) as an assistant baker and apprentice pastry chef. She hung around town for the summer after she graduated but had a keen intention to "get out of Dodge," so decided to seek employment as a baker in one of three places: the San Francisco Bay area, where she grew up and still had family and friends; Portland, Ore.; or New York City. In the middle of the summer she had the pleasure of driving Abe Schoener's 1961 Chrysler across country for him (Schoener, A82, is a tutor on leave, toiling in the vineyards of the Napa Valley). There she found herself in one of her three target areas, but she wound up moving back to New York.

It had turned out she was going to be something other than a baker. Back in April she had had, in a coincidental kind of way, a conversation with Andrew Van Luchene (SF96) who was working for Walker Digital Corporation in Connecticut. Walker Digital came up with Priceline.com—it's essentially a company that invents businesses. Van Luchene had come down to campus to do some employment recruiting and Heather Deutsch (A98), who was working in the placement office, asked O'Shea to hang out and chat with him while she pursued some urgent errand. O'Shea wasn't interested in the jobs he was talking about, so the conversation advanced to what she was planning to do. She told him about baking and about how it involved exploiting biological processes (like in yeast) for food. He persuaded her that, with her kind of thinking, she could go far in the intellectual property dodge. So she went ahead and interviewed with Walker Digital for a job as an invention analyst. There was a mutual agreement, however, that it wasn't a good fit for either them or her. So that was that.

That, however, wasn't that for long. Van Luchene called her back in July for a similar job—developing intellectual property. She went up for another interview, and this time there was mutual agreement it was a good fit. She started with Walker in September.

What does an invention analyst do? What's intellectual property all about? Is she really paid just to think all day? In a way, yes. The company "develops intellectual property," that is, they conjure up patentable solutions to business problems in various industries and boldly figure out innovations where no innovator has gone before. They read, they research, they push the hell out of the envelope; then they write "disclosures," which

are the documents that go to the patent attorneys to get the ball rolling on new patents. Every other month or so, they all get together for big brainstorming sessions. O'Shea and Van Luchene, as well as Avik Mohan (A96), Keith Bemer (A98), Kathleen Van Luchene (A99), and Hardison Wood (A98) all get to do this for a living. Mohan and Wood both work in the Priceline.com side of things: it's a website of "buyer-driven commerce" where, in a reverse auction, you bid on things like airline tickets instead of just rolling over and paying what the airline thinks they can get out of you. Andrew Van Luchene ("our fearless leader," says O'Shea) has been working on a scheme involving easier change transactions at fast food places, among other things.

After starting out as an intellectual property developer, O'Shea is now with another Priceline group. At Priceline Perfect YardSale she's going to be developing web strategy and marketing for some of the ideas she came up with previously.

Why do Johnnies fit in so well at a cutting edge place like Walker Digital? O'Shea's take on it is that you need to be a quick thinker, a quick talker, and creative—all skills that could be developed at the college. And she found that her background from lab and math, while it's not a degree in those subjects, gives her sufficient footing in those areas to come to grips with the necessary technological stuff.

To the question of what she sees in her future, O'Shea does not give the predictable response, which would be something like: "stay with Walker a few years, learn the ropes, then start my own company and make a million." Instead—surprise—she wants to be a public school teacher. She's a passionate supporter of the public school system, the true egalitarian American experience. "And the two best teachers I had were something else first before they became teachers," she says. One had been an economist, and the other had driven a cab for 25 years. Ah, experience! O'Shea looks to follow in their footsteps, to be the best teacher she possibly can.

She was finishing her lunch during the phone interview for this story. Her fortune cookie said: "You are yearning for perfection." •



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and am learning to play the bagpipes (Scottish Highland). I am also a Girl Scout leader with a small but active junior troop."

1981

Daniel Van Doren (A) writes: "My son Benjamin (5 years old) has started kindergarten and loves it. The hardest part for us was seeing him off on the big school bus (he loves that too). Our younger son, Ross (2 years old) has started pre-school and enjoys it immensely—no problems with separation there."

1982

Sean Mulholland (A) lives in Arlington, Va., and has two sons: a three-year-old and a one-year-old. He teaches Latin and Greek at Maret School in Washington, D.C.

Michael N. Fried (A) writes: "I just received my PhD from the Cohn Institute for the History of Philosophy of Sciences and Ideas at Tel-Aviv University, having written a dissertation on Apollonius' *Conics*. Otherwise, I continue to work at the Center for Science and Technology teaching at Ben-Gurion University of the Negev—and I, my wife Yifat, and two daughters, continue to live at Kibbutz Revivim—located roughly at

the geometric center of the roughly triangular Negev desert. Naturally, we are always very happy to hear from any Johnnie who happens to come our way!"

Donna M. Contractor (SF) writes that she is now a tapestry artist with galleries throughout the country, one in Santa Fe. "**Devendra** (SF78) and I just took a two week trip to Ireland to celebrate our 20th anniversary! Two kids, Jaidev, 18, is at St. John's this year, Tara, 8, is in third grade. Two only children."

1984

Barbara Smalley (A) writes: "During and after a prolonged tour of the social sciences in graduate school, I've been working in a non-profit organization that raises awareness of the accomplishments in music (call for a free annotated resource guide! 1-800-634-6044). As I was a failed southerner in my childhood, I'm now surprised to find myself (as my partner, Jessica points out) an avid booster of the city of Durham, N.C., for the past nine years. Come and see us!"

Christian Holland (A) has returned from 12 years residence in Europe. He is in his second year of doctoral study in comparative literature at Emory University in Atlanta.

Anastasia Kezar (A) writes: "Life is good in the Glen-of-Burnie. I've finally finished advanced graduate studies at Hopkins and I've recently been promoted to Program Manager in Child Psychiatry at Johns Hopkins Bayview Medical center—this really means lots more staff, spread sheets, crisis diversion and meetings :). After ten years I probably need to admit I really like it, even as I do a daily MSE. I hear from lots of people and can always be reached at akezar@jhmi.edu. Long Live Inga Wong!"

Lenore Parens (A) (Lenny) is still a freelance developmental editor of college math textbooks and multimedia. She is, through no fault of her own, living in Dallas, Tex., with her trophy husband, Josh Parens (A84), and her son, Rafi.

David Walworth (A) writes: "Still designing boats on St. Croix. Michelle and I, along with the majority of St. Croix, survived Hurricane Lenny just fine. Had the eye gone about 20 miles further north, it might have been a different story. I still find that a thorough grasp of Euclid continues to come in handy on a daily basis while designing boats. Archimedes and his bathtub, of course, is ever present."

1985

David Stahl (A) is a visiting instructor in computer science at Dickinson College and a senior software developer at Stoner Associates in Carlisle, Pa.

1986

Geoff Garner (A) and his wife **Mary** (A84) e-mail: "Our three-year tour in Sicily is drawing to a close, and it has been great. Our daughters Madeline (8) and Adele (4) are doing well with Italian school. We still have a lot of traveling we want to fit in during the next 9-10 months. We are about to take off on a vacation which will include Naples, Rome, Pisa, Florence, and Venice. In Rome, I will be a delegate to the Anglican Synod, representing our parish in Taormina. I was promoted to Lieutenant Commander last summer and I'm still finding the Navy to be a lot of fun. Next summer we will be moving back to Norfolk, where I will be assigned to the carrier Roosevelt for two years. In Norfolk, Mary plans to start the process of applying to Episcopal seminary.

John Lawton (SF) writes: I recently attended the induction of **Alex Farnsworth** (SF) into the Society of Charles XII in Stockholm,

EX LIBRIS

William Lang (A69) takes care of rare books

by **Sus3an Borden**

Ask Johnnies how their college education has served them in their working life and you'll get some thoughtful responses. Some say they rely on the keen analytical abilities they discovered in freshman language and fine-tuned in junior lab. Others say they'd be nowhere without the ability to express themselves well, an ability they trace back to seminar. And there are a few who credit their success to the critical thinking skills they claim were developed during all-night discussions in the coffee shop. William Lang (A69), gives a more concrete answer: he used his Greek on the job to read a bit of Aristophanes.

Lang runs the rare books department at the Free Library of Philadelphia. The Aristophanes he read in Greek was part of an exhibit on the library's collection of incunabula: books printed before 1501—within 50 years of Gutenberg's Bible. He didn't have to resurrect all of his Chase and



Phillips memories, however, just enough to figure out what the text was. "The incunabula make up a varied collection and a lot of the books aren't very interesting: obscure works by medieval theologians, papal decrees, collections of sermons," Lang says. "But we do have a certain num-

ber of classics in print and I concentrated on those." Among those classics, he says, are a Greek Aristotle, a beautiful Pliny, the first edition of letters of Cicero, a wonderful Lucretius, and, of course, Aristophanes' *Clouds*.

Lang estimates the rare books department's holdings at around 100,000 volumes, but notes that the number is far from precise. "With a collection that has been around for as long as ours [100 years], we have long since lost track." Within the rare books department are several notable collections. The incunabula number about 1000 volumes. A col-

lection of early children's literature is over 13,000 volumes and includes books by Beatrix Potter, Kate Greenaway, and Robert Lawson (author of *Ben and Me*). A collection of over 20,000 books in Anglo-American common law includes a complete run of editions of Blackstone as well as works that Blackstone drew on and five Magna Carta manuscripts. One of the more unusual holdings of the department is an early 20th-century physical library, left to the library by William McIntire Elkins. It includes impressive collections of Charles Dickens, Oliver Goldsmith, and Americana. "The Elkins family earned their fortune with the founding of street railroads in Philadelphia," Lang says. "Elkins built a great big house with a marvelous paneled library with open shelves, glassed-in shelves for his collections, a globe.... It was a huge room—70 feet long, and in his will he specified that his library should go to the Free Library. His family understood that to mean everything: the paneling, bookshelves, oriental rugs, the whole kit and caboodle."

How did Lang end up presiding over roughly 100,000 rare books and

Elkins' kit and caboodle of a library? Like many Johnnies, he says, he had always liked books and when he was trying to decide where to spend his working life, he spoke to people in Drexel University's library sciences department. "The MLS degree was a one-year course if you went full time. I started with the attitude of 'what do I have to lose' and discovered I really liked being a reference librarian. I hung in as journeyman librarian and then had the opportunity to run the Free Library's art department. There I had a budget, the chance to build a collection, some say over the quality of services we gave to the public, and the opportunity to become involved with other people's intellectual work. What you do is always changing, and I just got hooked on it." •

Visitors to the Free Library of Philadelphia this spring (March 15-June 30) will see one of Lang's exhibits. This one is entirely devoted to the Roman poet Horace. It will include his works in Latin and various translations, and feature books from among the very first editions printed in the fifteenth century as well as many 16th, 17th, and 18th century editions.

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Sweden. The Society seeks to promote Swedish customs and values throughout the world. Other members include the King and Prime Minister of Sweden. It was a great honor! Alex was admitted to the Society for his journalism on Swedish subjects."

Erik Harder (A) is living with his wife, Karen, and their 3-year-old son, Timothy, in seacoast New Hampshire—and all share the last name "Mueller-Harder." Erik is thrilled to announce his new website, Praxis News Digest—today's news listed by topic.

<http://pnd.praxisworks.com/>

1987

Mira Skadegard Thorsen (SF) writes: "Any Johnnies passing through Copenhagen are welcome to give me a call. I've been here for approximately 11 years now, with my husband and three children—Tara (7), Tess (10), and Tai (4). I'm gradually inching my way towards a research degree in literary theory and if it weren't for the weather, I'd say things here are just peachy—I'd love to hear from Febbies and other Johnnies. Keep an eye out for the short film 'Teis and Nico' which just won eight international prizes. My daughter Tess is one of the little stars...the proud parent reports."

Al Haffa (A) is looking forward to Mr. Berns' visit to Phoenix College, where he will speak about censorship and Mark Twain.

Andrew Sloniewsky (A) reports that his second daughter, Julia Natalya, was born in May.

Todd Masilon (A) sends a report covering 20 years: "Since leaving St. John's, I've done stints as a high school teacher (Geometry, Latin, Etymology, Literature) on both the east and west coasts. I also spent time teaching gang members in LA's inner city. The bulk of my time, however, has been spent earning an MA in the Linguistics of American Sign Language from Gallaudet University in Washington, D.C. Directly after that, I started on a PhD track in theoretical linguistics at UCLA. Unfortunately, after three years, I tired of the politics of academia, took a second MA and called it even. In addition to classes at UCLA I worked as a researcher on a grant studying the effects of hemispherectomy (a surgery where one hemisphere of the brain is removed) on the linguistic development of children with catastrophic epilepsy. I received a small grant to conduct acoustic research related to the phonological development of normal young children as well as a grant to study the linguistic development of two deaf children in a deaf family. I was also lucky enough to get the chance to study the Navajo language with a native speaker as if I were out

in the field with only my modest skills as a linguist.

Currently, at age 35, I am husband to my lovely wife Renee and daddy to precious little Molly (1 yr., 4 mos.).

Just under two years ago, I joined the U.S. Army as Specialist Masilon. After eight grueling weeks of basic training and 63 even more grueling weeks at the Defense Language Institute in Monterey, I graduated as an Arabic linguist. I am now completing my training as an intelligence analyst at Goodfellow Air Force Base, Texas."

Mary Helen McMurrin (SF) received her PhD from NYU in November 1998 and is now teaching at the University of Chicago.

1988

Bob DeMajistre (A) and his wife Anne welcome Elena DeMajistre, born August 2, 1999.

Jana Giles (A) is teaching at the University of Puerto Rico, Mayaguez campus. "Presently I've got all composition courses: one advanced (fun) and three basic (less fun)," she writes. "In the advanced class we've got a lot out of Leslie Marmon Silko's *Ceremony* and next we'll try Henry Petroski's *The Pencil: A History of Design and Circumstance*. I'm trying to go to the beach more and assign fewer papers, to endure feeling homesick and keep abreast of the news. Saludos a todos." Jana's e-mail address is jmgiles@caribe.net.

Jeff Falero (A) e-mails: "Everything is going well here at Stanford. It really is an incredibly dynamic place."

Katarina Wong (A) writes: "I just wanted to let folks know that I graduated from the Harvard Divinity School with a Master in Theological Studies concentrating in Buddhist Studies last June and I am currently teaching art at the University of Iowa. I can be contacted at kwong@post.harvard.edu. As the Grateful Dead song goes, 'what a long, strange trip it's been.'"

Lovan Ely (A, degree in 95) has completed his first year of med school at St. Matthew University School of medicine in sunny Belize. Meanwhile, he's gotten his diving certification (Belize is on the second largest barrier reef in the world). Lovan says, "Deep sea divers welcome!" Get in touch at TEly@home.msen.com.

James O'Gara (A) has been named executive director of the Philanthropy Roundtable while retaining his duties as editor of *Philanthropy* magazine.

1989

Valerie Pawlewicz (A) writes: "**Leo Pickens** (A78) and I are buying a house. By the new millennium,

we will live at 702 Miller's Way/Annapolis, MD 21401." Valerie works at the Smithsonian designing educational trips. She has worked with **Jeremy Leven** (A64) on a Telluride Film Festival seminar and will work with **Warren Winiarski** (A52) on a Napa Valley Food and Wine seminar. Look for "American Classics at St. John's College," a June, 2000, Smithsonian trip.

Jennifer Hoheisel (AGI) writes that she, Eric, Will, and Luke Hoheisel are alive and well in New Jersey. Jennifer will be teaching "Ancient, Medieval and Renaissance Thought"—interdisciplinary, discussion-focused seminars with an emphasis on primary texts (sound familiar?) at Villanova University starting in the spring of 2000. Eric is in his third year as a pastor at Oaklyn Baptist Church. Both boys are enjoying their enrollment in school and in Hoheisels' basketball training camp.

Paul (A), **Matthew** (A92), and **Daniel Speck's** (A96) Henry of Pelham Family Estate Winery is one of Canada's top producers of premium VQA (Vintners Quality Alliance) wines.

Garfield Goodrum (A) writes: "I have been a vegetarian for the last five years, having had my eyes opened back then, by my now-wife, to the cruelty of factory farming to animals and its harm to the environment. I am still a fiscal conservative, however. I am fully against tort reform! (I'm sure Ray Gifford's head is spinning!) Life in Arlington, Va., is not as sweet as it was in Annapolis or Vermont, the latter being where I went to law school and met my wife, Lucy Wheeler Goodrum (Smith College '92). Hello to all my old friends!"

Stefanie Takacs (A) writes: "I am enjoying working in Manhattan for a textbook publisher. As a managing editor, I welcome e-mail from any Johnnie interested in freelance writing opportunities." Her e-mail address is stefaniet@review.com

Juliet Burch (A) has been living in Boston for the last seven years helping to run a high-end bread bakery. "It's great to be part of the Boston culinary scene," she writes. "I married David Vermette (A85) two and a half years ago. We're happy!"

1990

Andrew Pendergrass (A) and **Elizabeth Hayes Pendergrass** (A88) were married in August in Riverside, Calif., and honeymooned in Tahiti. They live in Falls Church, Va. Elizabeth is an attorney and Andrew is a public librarian in Fairfax, Va. They can be contacted at 6166 Leesburg Pike/Apt. C307/Falls Church, VA 22044.

1991

Sapna Gandhi (A) writes: "I found a great job teaching ESL at a local elementary school! I teach children from Bosnia, Somalia, China, India, Iraq, and Mexico. What a change from teaching at the University! Would love to hear from friends."

1992

Boaz Roth (AGI) writes: "March 1999: Married. December 1999: Expecting!! St. John's has taught me not to waste time!!"

Alec Berlin (SF) e-mails: "I'm living in Brooklyn and working as a freelance guitarist in and around NYC—jazz bands, rock bands, Jewish music bands, country bands, you name it. More importantly, I recorded my first album of original jazz, 'Crossing Paths,' in September. I really love the way it sounds—it has a nice blend of styles and a good balance of composed and improvised music. Anyway, I expect to release it sometime after the first of the year. Stay tuned. In the meantime, my e-mail address is alecberlin@hotmail.com. I'd love to hear from any and all."

Lani Markholm (AGI) writes: "In 1997, I traveled for business on behalf of the U.S. Information Agency to Ethiopia, Kenya, Ivory Coast, and Senegal. In 1999, I became a Department of State employee as my agency was taken over by the State Department. Also in 1999, I pilgrimaged to Israel and had quite an amazingly wonderful time."

Dianne J. Cowan's (A) e-mail address was misprinted in a recent *Reporter*. Her correct address is dianne@pci.wiz.com.

1993

Oliver and Ashley Vietor (A) welcomed their second daughter, Lucy Waring, to the world on September 25, 1999.

Jennifer Rychlik (SF) and **Curtis Ward** were married on June 5, 1999, in Farmington, New Mexico. After Jennifer completes her PhD (in microbiology) at Cornell University, the couple plans on living in Portland, Ore.

1994

Sarah Liversidge (A) writes: "After getting my Masters in Architecture, **Mike Afflerbach** (A) and I have moved to New Bern, N.C., just in time to enjoy hurricane season."

Anthony F. Chiffolo (AGI) is managing editor of the book program at Fordham University Press and has recently compiled and edited *Pope John XXIII: In My Own Words* (Ligouri Publications).

Alumni Notes...

Peter Bezanson (A) recently got a new job working for The Humanities and Sciences Academy of the United States. The job is a Johnnie dream come true—he was hired (specifically because he had a SJC background) to teach all aspects of a high school Great Books curriculum (from calculus to *The Meno* and everything in between). He encourages any current or former St. John's student who is interested in teaching the Great Books at the high school level and working with students one-on-one or in small groups to contact him. The academy is growing rapidly and opening new campuses, so they should be hiring regularly. Peter's e-mail address is: bezanson@mail.mc.maricopa.edu.

Brenton Hinrichs (AGI) is Assistant Head of Hillbrook School, an independent K-8 school in Los Gatos, Calif., a town at the southern tip of Silicon Valley, 50 miles south of San Francisco. He completed an MA at the Stanford University Graduate School of Education in June, 1998. His focus was education administration and policy.

1995

Sarah Van Deusen Flynn (A) married Ethan Flynn and had a beautiful baby, Henry Barlock Flynn, on June 3. She is now in her first year at the University of Maryland School of Medicine.

George Shimmin Erving (SGI) completed qualifying exams for a PhD in English Literature at the University of Washington in June. "Now on to the dissertation," he writes.

Bob Kasenchak (SF) reports that he is alive and well and at the New England Conservatory of Music in Boston. "I am in the Graduate Theoretical Studies department and loving every minute. No place is like SJC, and nobody gets my Aquinas jokes, but NEC is a great school. Drop me a line at bobkasenchak@yahoo.com."

George Mashour (A) writes: "I have recently been awarded my PhD in Neuroscience from Georgetown University. My doctoral dissertation focused on a common but incurable genetic disorder of the nervous system and I was fortunate enough to produce some exciting work with respect to its diagnosis and therapy. My research was conducted at Georgetown, the National Institute of Neurological Disorders and Stroke, and the Max Delbrück Center for Molecular Medicine in Berlin (where I was a Fulbright Scholar). I am currently finishing medical school at Georgetown and would love to hear from any alumni in the D.C. area. My e-mail is mashourg@gusun.georgetown.edu."

Almost one year after graduation, **Amina Khattak** (SGI) and **John Claassen** (SGI) were married in a small ceremony in Annapolis. The

DANE OWEN: CREATING SUCCESS OUT OF NECESSITY

St. John's College attracts many people who feel they "missed out" in their formal education and believe they can learn best from the great books. Sometimes they have gone from unsatisfying scholastic careers to successful roles in society—in business, family, or other endeavors—before discovering St. John's and rearranging their lives to study at the college. And sometimes their experience at St. John's causes them to rearrange the rest of their lives.

Dane Owen (SF98) changed course both before and after St. John's. A native Californian, he began a career in restaurant management in Los Angeles while in his early 20s. Because he was disappointed by the college he attended after high school, he had decided to leave before graduating. In the restaurant business he became successful as a sommelier—a wine steward. His expertise in wine propelled the restaurant he was managing into the pages of *Wine Spectator* magazine. But surprisingly, even two hours of daily wine tasting did not prevent Owen from making his way to Santa Fe to enroll as a freshman at St. John's College.

An alum acquainted with Owen gave him a guide to colleges, telling him she thought St. John's sounded just right for him. But after reading the description of St. John's University in Minnesota, a Catholic liberal arts school for men, he returned the book and commented that the school didn't seem right for him at all. Fortunately, his friend pointed out the description for St. John's in Santa Fe.

When Owen arrived in Santa Fe, he naturally signed on for work with the top restaurants in town, where he worked as a waiter rather than manager to leave enough time for his studies. As someone experienced in fine restaurants, Owen was able to earn plenty of money for his tuition and living expenses.

Owen continued to pursue other interests, one of which was designing and creating gold jewelry. He had brought the equipment with him to Santa Fe from Los Angeles. One weekend he set up a table at the Tesuque Flea Market near the Santa Fe Opera grounds to display his jewelry. In case the jewelry didn't sell, he brought Chinese Yixing tea pots to sell as a back-up. Despite the beauty of his rings, the tea pots were his only sales. His first day at the market yielded \$85.

Gradually, Owen acquired more Asian import wares to sell at the market. He was not an expert in the field at that point, but had acquired familiarity with things Japanese while living in California. His table at the market attracted those who were experts, who shared their knowledge with him. David Jackson, an authority of Japanese wares, suggested to

Owen that he sell Tansu, a unique form of Japanese cabinetry that is considered both folk art and fine art. Jackson restores and sells Tansu in Chicago and curated a show on the art form at the Graham Foundation in Chicago in 1996.

Although Owen planned to work at selling jewelry and tea pots at the flea market only as a part-time job while a student, he became increasingly interested in Tansu and other Japanese antiques. He gave up his restaurant jobs to concentrate on his new interest. The preoccupation is quite Johnny-like—Owen had no

formal education in the area of Asian arts and antiques, but has read. He is also a fan of Samurai films and a life-long student of the martial arts.

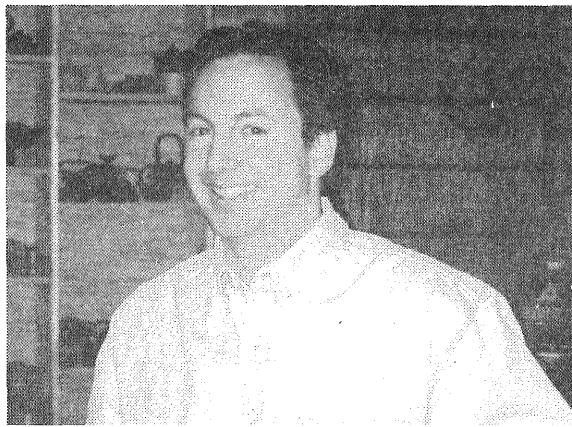
Soon Owen was able to parlay his flea market experience selling Asian imports into a business. He opened his own shop on Palace Avenue by the time he was a senior. The shop, Shibui, is a beautiful space filled with a stunning array of Japanese furniture, tableware, screens, ceramics, knives, paintings, textiles, kimonos, and

an eclectic collection of antiques. Owen also sells fine rugs and specialty Japanese fermented tea. He and his friends renovated the space themselves. It is a peaceful environment—fortunate for Owen who spends most of his time there. The shop is open every day (last year Owen took only four days off). His hard work has paid off: Shibui was immensely successful in its first year, beating the dismal odds of small businesses.

As the shop and inventory grow, Owen would like to expand his business to other cities. For the moment, he concentrates on improving the quality of the pieces he offers and developing a better understanding of Tansu and Asian folk art. Shibui hosts lectures, shows, and educational programs on various art forms, sometimes in cooperation with other galleries. Owen has organized and lectured on Japanese screens, on Japanese folk art in iron, wood, straw, and indigo, on lamp designs, and on Tibetan rugs. Owen travels across the country in search of exquisite pieces for his shop and clients. He also travels far and wide via the Internet on his hunt for the perfect Tansu chest and other prized antiques. He has not, however, even once traveled to Japan.

Although he can't credit St. John's College for his business inspiration or savvy, Owen says the college was instrumental in creating the financial necessity for his becoming an entrepreneur. He was determined to support himself while in school and to pay tuition without accumulating debt beyond that required to establish the business. In addition, many of Owen's employees and friends who help with the business are Johnnies. Even the Shibui website, www.shibuihome.com, was created by Johnnies—Melissa Sherman (SF97) and Padraic Hannon (SF99).

— by Alisa Murray Smith (SFGI99)



couple recently moved from Washington, D.C., where John completed his JD at Georgetown Law and now reside in NYC. They would welcome hearing from any of their classmates. E-mails to: amina_claassen@hotmail.com.

John Clasby (A) called and said that after law school, he clerked for

the Hon. Howell Cobb, Jr. (A44), United States District Court Judge in Beaumont, Tex.; now he's back in D.C., working at Hogan & Hartson.

1996

Christopher (A) and **Jennifer Ranck** write: "We have left the

rural comfort and safety of Pennsylvania for the Research Triangle of North Carolina. I will be meeting my very first class of students next week at the Trinity School. Trinity is a small Christian private school that prides itself on having a classical curriculum. If anyone would like to contact us,

our new address is: 5639 Chapel Hill Road, Apt. 403/Durham, NC 27707."

Brian McGuire (A) writes: "After three years of graduate study in philosophy at the University of Dallas [Brian expected to finish his master's thesis on Anselm's negative theology at the beginning of September], I decided to get out of the speculative thought business altogether. So, I became a reporter. Currently, I'm living in New Haven, Conn., and writing for the *National Catholic Register* in nearby Hamden. I've been in regular contact with several A96ers since graduation—**Kirk Duncan, Kendall Golladay, Sean Leadem, Carter Snead, John Sifton, Matt Caswell, Jeff Gara, Sveta Mendyuk**, and honorary 96er **Aaron Pease**.

Carter Snead (A) and **Leigh Fitzpatrick Snead (A98)** are finally taking their year in Santa Fe. After graduating from law school at Georgetown University this past May, Carter is currently clerking for one year on the United States Court of Appeals for the Tenth Circuit, for Judge Paul J. Kelly. Leigh is working in the office of Governor Gary Johnson. They will be in Santa Fe for one year, after which they will return to Washington, D.C., where Carter will join the law firm of Wilmer, Cutler, and Pickering. They would love to hear from anyone in the area!

Heather Pool (SF) is currently in the Women's Studies MA program at Rutgers University. She says she's "having a fabulous time of it. Adjusting to New Jersey has not been the easiest thing I've ever

done, but I'm pretty happy to be here in general. I'm really enjoying the stuff I'm working on here, and would be glad to talk about just what that is with any interested alums. Also, if anyone knows of a political science PhD program that has any sort of gender emphasis (besides the one here at Rutgers), I'd be really happy if they'd let me know...I'm at pooley_d@hotmail.com."

Michelle L. Craig (AGI) is beginning her second year in the doctoral program in history at the University of Michigan, Ann Arbor. She is focusing on the coffee trade of the 18th and 19th centuries and is teaching her first course, American History to 1865, this fall. Feel free to e-mail her at mlcraig@umich.edu.

Courtney McKee (nee Lawton) (SFGI) married **Scott McKee (SF)** in October 1996. After completing an internship with the Santa Fe Public Schools, she now teaches French and freshman English composition at Moriarty High School in Moriarty, New Mexico. She writes: "I use the St. John's seminar style to teach some portions of *Romeo and Juliet*, *The Odyssey*, and *Animal Farm* to my 9th graders. They really love formulating their own questions, and we all enjoy entertaining them! My French II class and I are planning a trip to France in April 2001, and to Montreal in April 2002. Scott continues to work at Camera and Darkroom in Santa Fe, on Galisteo Street, where he's in his fifth year. We bought a home in Edgewood, NM. I try to make it a point to attend

community seminars, but find my hands pretty full with teaching English 101 at the University of New Mexico and French and English to teenagers; they're so great and really do love to learn. I'd love to hear from my classmates. Drop me a line at P.O. Box 3074, Edgewood, NM 87015 or e-mail me at honeycomb-hideout@earthlink.net."

1997

Annemarie Catania (A) is studying Classics at Johns Hopkins University.

Anne K. Kniggendorf (SF) recently completed U.S. Navy basic training at Recruit Training Command, Great Lakes, Ill. Kniggendorf's eight-week training included classroom study and practical instruction on naval customs, first aid, fire fighting, water safety and survival, and shipboard and aircraft safety.

Melanie Kirby (SF) writes from down in Paraguay, South America: "I am finishing my Peace Corps Volunteer Service in December 1999. I have been working with 'campesino' farmers to initiate and sustain small-scale 'Africanized-killer bees' bee keeping. Sounds scary and for the most part is adrenaline inducing work! I love it! The work has been fabulous and I look forward to returning to green chili and mountains. If anyone would like to contact me regarding the Peace Corps, my e-mail is ringofire@hotmail.com or basscadette@mixmail.com. After

Calling All Alumni!

The Reporter wants to hear from you. Call us, write us, e-mail us. Let your classmates know what you're doing.

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Alumni Notes on the Web: Read Alumni Notes and contact *The Reporter* at: www.sjca.edu—click on "Alumni & Advancement"

my Peace Corps tour of duty, I plan on heading to Hawaii to work on a gardenia farm for about half a year."

1998

Larry McNeely (A) is pursuing a Masters of Public Administration at West Virginia University.

1999

Andre Scalfani (A) is in Oslo, Norway, where he is teaching Bible classes at a small private school.

continued from page 28

Travels. As for the writing of romance novels, Fields says, "Part of it is in spite of St. John's, and part of it is because; it's hard to tell which is which."

Fields is on her way to becoming successful. In January 1999, St. Martin's Press published her first novel, *The Maiden's Revenge*. She has finished her second book, *Marrying Jezebel*. Her third novel, set during the Crusades, is in the works. Still, Fields is a young and struggling artist. "Being a romance novelist," she says, "means getting a very small advance and praying like hell that people will pick up the book and like it enough to read another one."

Her books may very well attract history buffs in addition to romance readers because they are set in a specific historical context. Not only does this enhance the stories, but it provides Fields the opportunity to study history. She has to research

the period and read extensively on details of life in the given time and place.

For her first novel, a swash-buckling romance about a female pirate, Fields investigated the life of pirates in England and the West Indies in the 18th century. Fields describes the plot of *The Maiden's Revenge*: "Lynnette Blackthorne, once a sheltered aristocrat's daughter, better known as Captain Thorne, commander of the sailing ship Maiden's Revenge, is a driven leader and a woman never bested in battle. She takes what she wants and lets no man get in the way. However, she's destined to find much more than plunder when she clashes with Captain Daniel Bradley, a merchant who's every bit her match on the high seas—and in love."

The hardest part of the novelist life, Fields says, is getting the first book sold. Since she worked with literary agents, she knew the process of approaching publishers.

Nevertheless, she counts herself lucky to have had her book read in the first place, since an author usually sends a manuscript to hundreds of editors, who make highly subjective decisions.

After buying the first manuscript, St. Martin's Press invited Fields to write another. With this commitment, she was able to quit her day job and work full-time on *Marrying Jezebel*, a historical romance set in 19th century Egypt and England. It's due out in October. The main character is Jezebel Montclair. When her uncle dies, Jezebel's new guardian, the



wealthy Rafe Sunderland, a very proper (and very handsome) scion of British society, determines to marry this unwanted burden off, sight unseen. Jezebel herself, however, has other plans for her future—and the instant Rafe Sunderland lays eyes on this beautiful, independent-minded young archaeologist, so does he.

Hillary Fields will be in Annapolis to sign *The Maiden's Revenge* over Homecoming Weekend in October of 2000. It's available in stores now, but as Fields warns, beware—these books are highly addictive. •

by Jessica Godden (SF02) and Alisa Murray Smith (SFGI99)

Obituaries

John William Wood Class of 1919

John William "Jack" Wood, a World War I veteran who may have been St. John's oldest alumnus, died in December in Annapolis. He was 100. Mr. Wood attended the Croquet Match last May, where he hit the opening ball. At the age of 93 he was the croquet champion at Ginger Cove, a retirement community in Annapolis. Mr. Wood, born in 1899, attended St. John's when it was a military school. After graduation he served in the Army during World War I and then attended the Naval Academy for two years. His career was as a metallurgist; he worked at the Naval Experimental Station, for Westinghouse Co., and for the Annapolis Metropolitan Sewage Commission. During his retirement, Mr. Wood was very active and played several sports in addition to volunteering with the Boy Scouts and the Anne Arundel Medical Center. He is survived by a granddaughter and a great-grandchild.

George Weems Class of 1932

Dr. George J. Weems, a retired family physician, died in January in Prince Frederick, Maryland. Born in Prince Frederick, he graduated from St. John's and from the University of Maryland Medical School in 1937. He established his medical practice in Huntingtown, Maryland, and then served in an Army medical unit overseas during World War II. He returned to his local practice after the war and continued as one of the last country doctors in the area, retiring in the early 1990s. Dr. Weems served as deputy medical examiner and as a Calvert County Commissioner. Surviving are two sons, two daughters, five grandchildren, and one brother.

DEATHS NOTED:

William P. Harrison, Jr., class of 1937
John C. Wagner, class of 1938
Charles S. Lerner, class of 1953
Samuel N. Kirkham, Jr., class of 1946
Michael W. Heady, class of 1961
Wesley Robert Hewitt, A90
Charles Reiden, SFG101
Emmanuel Schifani, former member of the Board of Visitors and Governors
Susan Cook, wife of Santa Fe tutor Don Cook

E. Carl Lyon Class of 1934

Monsignor E. Carl Lyon, founding pastor of St. John the Baptist Catholic Church in Silver Spring, Maryland, died in August. Monsignor Lyon was also a former executive director of the Washington Catholic Youth Organization. Born in Indian Head, he graduated from St. John's in 1934 and became a social worker in Baltimore. In 1946, he was ordained into the priesthood. He served as associate pastor of the Shrine of the Blessed Sacrament in Washington for 14 years before being appointed first pastor at St. John the Baptist in 1960. At the time, 175 families were registered in the parish; the number had grown to 1900 families when he retired in 1987. Survivors include two brothers and two sisters.

George Udel Class of 1952

George Udel, founder of the Baltimore Film Forum and promoter of film in the city, died in November. Born in Greenwich, Connecticut, and raised in Baltimore, he graduated from St. John's, then studied film and creative writing at Johns Hopkins, New York University, and the New School for Social Research. He served in the Army Signal Corps in Japan from 1951 to 1952 and developed an admiration for the Japanese filmmakers. In 1954, he met his future wife, Joan Erbe, at a showing of a Marx Brothers double feature at St. John's. He worked as an editor and cameraman for WJZ-TV, as a systems analyst for the Social Security Administration, and then as a public relations specialist for the Creative Group. He became involved with the Baltimore Film Forum in 1969 and helped expand the film scene in Baltimore by bringing Cinema Sundays to the Charles and other programs. He is survived by his wife, three children, and one grandchild.

Thomas Gridley Casey, II Class of 1971

Thomas Casey, a graduate of the Annapolis campus in 1971, died in October in Mt. Savage, Maryland. Born in Swarthmore, Pennsylvania, he came to St. John's in the late 1960s. He interrupted his academic career for two tours of duty with the U.S. Army in Viet Nam 1967-69, when he was awarded the Bronze Star. Before moving to western Maryland, he worked as an Environmental Sanitarian with the Anne Arundel County Health Department. Member of the Viet Nam Veterans of America Chapter

Stanley Nordstrum

Director of Buildings and Grounds, Santa Fe

The Alumni Association of St. John's College wishes to express its affection and respect for Stanley Nordstrum, who died in late November. Mr. Nordstrum, supported by his wife Sis, served the college faithfully as the head of Buildings and Grounds on the Santa Fe campus from 1965 to 1979.

Born in 1915, Mr. Nordstrum spent his early years and most of his adult life working on his family farm in Iowa. That environment nurtured the character of the man whom generations of students came to know and love.



Stan was even-tempered. Even when students behaved outrageously, inexperienced staff misunderstood instructions, and the desert weather failed to cooperate, Stan maintained his patience. His warmth and humor provided a solid anchor for his staff and for the larger college community.

Stan was resourceful. At a time when the college struggled to cover basic expenses, Stan and Sis discovered creative ways to stretch the college's dollar. They recycled and reused before the idea became fashionable. They both pitched in to make sure things got done. Many winter mornings in the upper dorms began with the sound of shovel on concrete as Stan and Sis cleared the walkways before anyone else was awake.

Stan was understanding. He was often perplexed by the social and ethical questions students asked themselves. His common sense and traditional approach to life choices had served him well, but he never let his ethical sensibilities turn into bias or prejudice against students who did not share his views. He was willing to talk about and to listen to students' dilemmas of all kinds.

Stan was committed to the college. He came to St. John's by invitation of Mr. Weigle. Stan and Sis knew most of the students by name and cared about the future of each one. They also expressed concern for the stability and future of the institution they came to call home. As the Santa Fe campus grew from a hope to a living reality, Stan and Sis provided the caring and safe atmosphere that created a community out of a collection of would-be scholars.

Since his retirement in 1979, the college has missed his quiet and sustaining presence. Now, with his passing, we will all miss the certain knowledge that there is someone who was able to turn bricks and mortar, adobe and chamisa, into a nurturing community.

Mr. Nordstrum is survived by his wife, Sis, of Albuquerque, and his children Bob and Mary.

by Glenda Eoyang (SF79) for the Alumni Association

172, Sr. Vice Commander 1991-92 of the Old Rail VFW Post in Mt. Savage, and Charter Member of the War Poets Society, his quick wit and way with words will be missed by all his friends and family. He is survived by his wife, Elayne Warren, and son, Adam Samuel Casey, of Mt. Savage.

Alice Whelan Dixon Librarian, Santa Fe

Alice Whelan Dixon, who worked in the library in Santa Fe for 13 years, died in January. Born in 1915 in Springfield, Massachusetts, she attended the Teachers College of

Connecticut and the Hartford Theological Seminary. Before moving to Santa Fe in 1968 and joining the staff of the college library, she worked for the Atlanta Public Library and at the University of Maryland Library. She succeeded George Miller as College Librarian at St. John's in 1969 and retired in 1980. During her tenure, the collection grew from 17,000 volumes to more than 45,000 volumes. Her husband, Dr. Alfred Dixon, died in 1996. She is survived by two daughters, two grandchildren, and six great-grandchildren.

Campus Life...

JOHNNY JARGON

A sampling of sayings and phrases

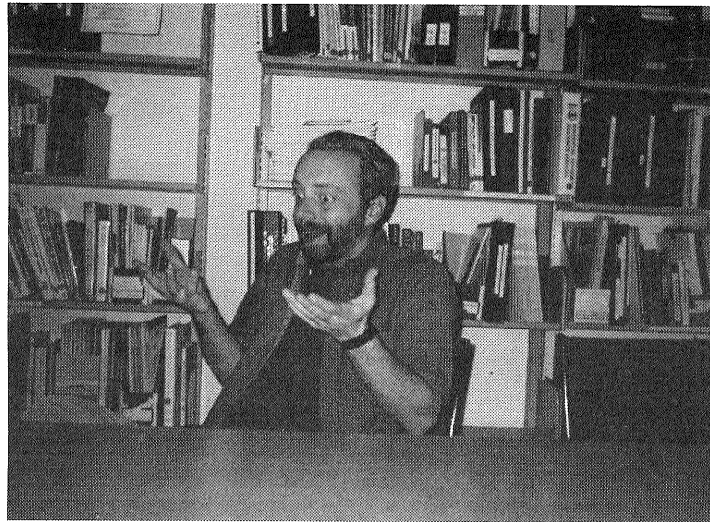
As diverse as the student population may be, Johnnies tend to develop common characteristics and a specialized vocabulary—Johnny jargon. Sometimes the words and phrases are not unusual in themselves, but they develop a special meaning at St. John's. Sometimes the vocabulary itself is distinct—where else would you have sports teams named in ancient Greek?

A request to the St. John's alumni e-mail list-serve for favorite jargon stirred up many memories. Lee Mendelson (A89) remembered Natty Bo (National Bohemian beer, for those not familiar with Baltimore/Annapolis swill). He once stored 50 cases of Natty Bo in his room in Campbell during sophomore year in preparation for a huge party.

Another discussion began after Sam Stiles (A54) sent the following post: "In the early fifties we said in seminar, 'Now take, for example, this ashtray,' (fairly large heavy glass ones) as an example of a very material object. I wonder what filled its place in metaphysics when smoking in seminars was banned?" In some seminars, Coke cans followed ashtrays, while in others the material example is usually a water bottle.

Here's a sampling of favorite jargon from current and former students:

- What do we mean by . . . ?
- Let's get back to the question.
- Can you point to the text on that?



Chris Quinn (SFGI) demonstrates a Johnny gesture.

- Being qua being, banana qua banana, substance qua substance, etc.
- Nous nousing itself.
- What's the Greek on that?
- Who has another translation?
- The question you're actually asking is . . .
 - Can you say/do that again?
 - Could you clarify that?
 - What's at stake here?
 - Does that wash?
 - The "aha!" moment.
 - Your point is that which has no part.
- Nar (for Seminar)
- The application of personal possessive adjectives to the texts, for example: "I have to read my *Phaedo* by seven."
- "Thomas" or "Tommy" (for Thomas Aquinas)
- JFs (for January Freshmen)
- Guerilla Seminars
- It's for Reality.

by Alisa Murray Smith, SFGI99

PLATO IN THE MIDST OF BUREAUCRACY

The registrar on the Santa Fe campus has a lot more on his mind than schedules and transcripts. Ken Howarth is someone who also thinks about Plato and poetry and Sanskrit. Howarth is a rare alumnus who has completed both Master of Arts programs—in Liberal Arts and in Eastern Classics. He graduated from the Liberal Arts program in Annapolis in 1996. He decided to enroll in the Eastern Classics program and moved to Santa Fe, graduating in 1997. After working for a produce brokerage in Santa Fe, he applied for and was hired as the college registrar.

Howarth received his BA in political science from Davidson College in North Carolina. After

finishing his undergraduate studies, he served as an Army officer on active duty. He refers to this time in his life simply as "a learning experience." He found out about St. John's from his parents, who moved to Annapolis while he was in college. "It was the comprehensive nature of the program that interested me," he says. From the beginning, he had an idea that he would like to study the classics of both the Western and Eastern traditions.

His role as registrar allows Howarth to pursue a variety of interests in a setting that remains intellectually stimulating. "I'm very pleased to be a part of the community," he says. "The staff and faculty are great, and I love working with the students." He finds the most rewarding part of his job to be continuing to be part of the St. John's College mission, something he supports wholeheartedly. The job is intense and the daily chore of running the office keeps him busy.

Diane Martinez, the much-loved registrar who retired last fall, trained Howarth in all aspects of the office. "Diane did a great job to get me up to speed," he says. And although he has made several changes in operations, such as utilizing computer software specific to the work of the registrar, he acknowledges that the job Martinez did still serves as his standard.

In addition to his duties as registrar, he continues to be active in the academic life of the college. This

fall, he led a community seminar on Adrienne Rich's poem exploring aspects of the cave analogy from Plato's *Republic*. Participants addressed "what light [Rich] shed on Plato shedding light on things." In the spring, Howarth will lead a

Community Seminar Series on Montesquieu. He is enjoying his new role at St. John's, in particular the fact that "in the midst of the bureaucratic shuffle, we can still break into a conversation about Plato." •

by Amber Boydston, SF99

THANKSGIVING FASTS FOR OXFAM

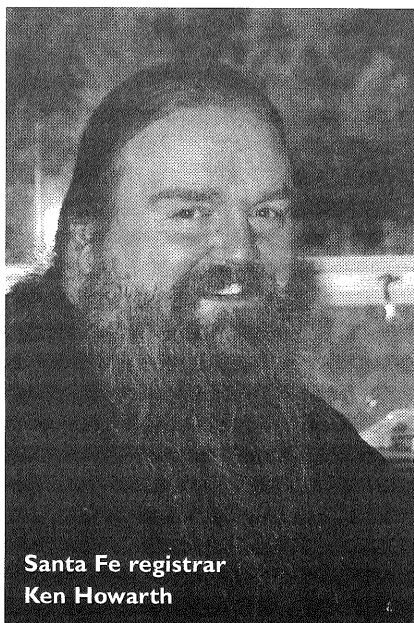
For the first time, Santa Fe has joined the Annapolis campus in fundraising for Oxfam America, a hunger relief organization that serves 28 countries around the world. The fundraiser, however, differs from the average fundraiser. Students were not solicited for financial contributions. Instead of money, students were encouraged to forfeit a meal from their own meal plan to provide one for those less fortunate. With the cooperation of the respective campus food service offices, the money saved from all the students' fasts was donated to Oxfam.

This fundraiser is appealing not only because it enables people to give from the heart without having to reach into the pocket, but also because a fast engenders a sense of community on each campus. Additionally, now that Santa Fe has entered into friendly competition with Annapolis, the fundraising builds one more connection between the campuses independent of the curriculum.

Tutor Jonathan Tuck introduced the idea of the fundraising fast at Annapolis and it has been successful on that campus for seven years. They were able to break the record this year with an impressive 317 meals. Santa Fe, in its first year, surpassed Annapolis with 355 meals. However, some Annapolis students, faculty, and staff gave cash donations with the result that Annapolis raised over two and a half times the amount Santa Fe did.

Needless to say, both campuses are quite proud to be able to together contribute over \$1,300 to Oxfam America, and look forward to breaking this record in years to come.

by Abigail Weinberg, SF00



Santa Fe registrar
Ken Howarth

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WRONG NAME, RIGHT ADDRESS

Bad news—good news time. The bad news is that the little white house by the Campbell parking lot that has always been known as “Reverdy Johnson House” is really not the Reverdy Johnson House. More about that later. The good news: Alumni now have a real home on the Annapolis campus. The Alumni Office has relocated to the little white house in back of Humphreys; Alumni Director Roberta Gable (A79) and her assistant Lynn Yarbrow are happily ensconced and are rapidly making it a center on campus for all alumni.

“It’s a wonderful house for holding all sorts of parties and meetings—everything from staff lunches to preceptorials,” says Gable. There are two main rooms downstairs, an office and the parlor. There’s also a teensy kitchen. Upstairs, there is a student workroom (the yearbook will be put together there, and student aides will be busy mailing various postcards and communications to alumni) and a small conference room.

The ambiance is decidedly St. John’s-esque. Agewise, the house qualifies—it dates from the first quarter of the 18th century. Inside, the floors are crooked (“these stairs look like the way into Batman’s lair”) and “you have to think before you walk

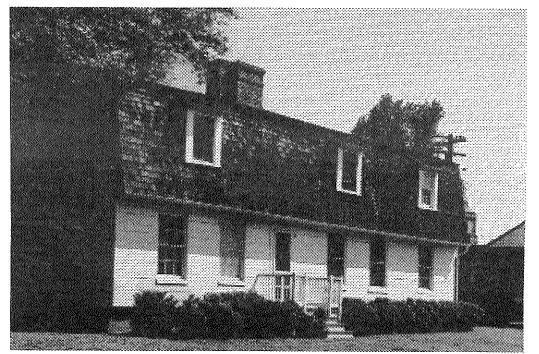
through the doorway between the office and the parlor because it’s four inches too short for a six-foot person,” says the tallish alumni director. “Whenever anybody of stature comes in we have to shriek to alert them. It’s one of the hazards of living in a house this old.”

The interior decoration deserves special mention. Gable and Yarbrow have scoured the college archives and the Alumni Office files for photos and other memorabilia to display. On the walls there are photographs galore, even a gallery of tutor photos taken by Vivian Ronay (A65). There are two panoramics, one from 1918 and one from 1926. There’s a poster from when St. John’s hosted

Colonial Day in Annapolis in 1926—found in a junk store (“excuse me, antiques shop,” says Gable) in Pennsylvania. An old 45 rpm recording of the “Ode to St. John’s” has been framed, as has an old admissions promotion piece from days gone by titled “This Splendid Intensity.” Much of the furniture in the parlor comes from the home of Mrs. Kaplan. Mrs. Kaplan, widow of tutor Simon Kaplan, died last spring at the age of 105 and left her house and furniture to the college. Yarbrow is particularly fond of Mr. Kaplan’s steamer trunk, marked “S. Kaplan,” in which he brought all of his worldly goods to America in the 1930s.

Gable is attempting to compile a list of everyone who’s lived in the house, including tutors, students, and directors of residence. The building also served at various times as the music library and the infirmary. (Former denizens of the house are invited to contact the college with information—the alumni office phone is 410-626-2531; e-mail alumni@sjca.edu).

One name not on the list of those who lived in the house is Reverdy Johnson (SJC class of 1811), senator, attorney general under Zachary Taylor, and minister to Great Britain. The house did belong to Reverdy’s brother, John (SJC class of 1820)—no slouch historically himself, he was the last chancellor of the state of Maryland and an accomplished jurist. John and his wife



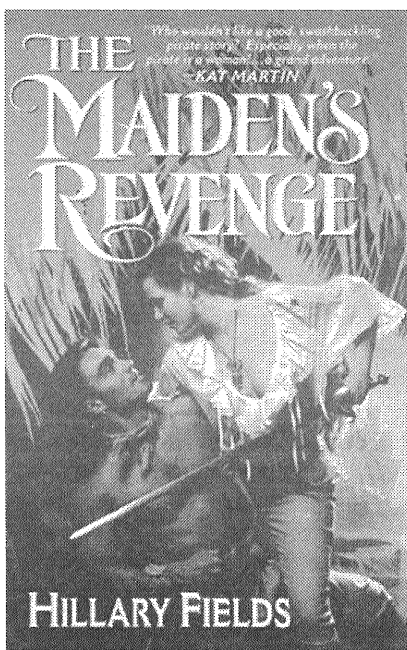
Robert Gable and Lynn Yarbrow in the parlor of the Chancellor Johnson House, in front of a tableau of alumni photos.

Mary lived in a large brick house on Northwest Street; the smaller wood-sided abode was behind it in the garden. After John’s death in 1857, Mary lived in the little house. It stayed in the Johnson family until 1918. Then, after passing through several owners, the house was purchased by the Chesapeake and Potomac Telephone Company in 1937. The company gave the building to the city, with the provision that it be moved from the lot to make room for offices. The city gave the house to St. John’s, and Stringfellow Barr agreed to move it to campus and use it for faculty housing. So on campus it is—but not as the Reverdy Johnson House, instead as the Chancellor Johnson House, now home to SJC alumni. •

HILLARY FIELDS: ROMANCING A CAREER

Hillary Fields (SF97) became addicted to romance novels while in high school. She once read aloud from a paperback romance her friend was engrossed

in, intending to make fun of what she expected to be frivolous nonsense. But soon she found herself reading three to four books of the genre per week. She enjoyed the novels, but was irritated at their formulaic stories. Fields decided that she could do better and after graduating from high school, she began working on her own romance. At first,



she says, the novel was tongue in cheek, but she grew to love it.

Fields continued to work on the novel while she was at St. John’s (she spent her first year in Annapolis, the rest in Santa Fe). Fields’ favorite aspect of her studies at St. John’s was writing papers. To her own surprise, she found that papers tended to mimic the style of the author of the book she was exploring; a junior-year seminar paper on *Pride and Prejudice* came off sounding like Austen herself.

But it was only during the senior essay process (her subject was *Hamlet*

and Tom Stoppard’s *Rosencrantz and Guildenstern Are Dead*) that she realized that writing might be a strong career possibility. “The intensive focusing on a single writing project, a single idea, really changed my outlook and my plans,” she says. “I had never felt so good in my whole life as I did while writing my essay, difficult and frustrating as it was. I had never felt so accomplished or capable or so right about what I was doing as I did during that month. I felt like writing, in whatever form it took, was what I was meant to do. It was really a revelation.”

After graduation, Fields enrolled in the Radcliffe Publishing Course, which led her to focus on becoming an editor. “I decided if you want to get published, you’d better get into publishing and learn as much as possible about the market,” she said. Following that summer she spent three more months in Santa Fe

completing the romance novel and then returned to New York with the manuscript. She landed a job in a literary agency, but although she enjoyed working with authors day in and day out, she found that she had little time left over for her own writing. When she heard the good word about the book deal she’d been offered, she decided to return to the writing side of the book business.

“I know people have a tendency to snicker when they see romance novels,” Fields says. “I’m actually very proud of my writing career.” Even her St. John’s classmates who didn’t take her novel seriously did enjoy reading from the work in progress in the dormitory hallways—especially the steamy sex scenes. In addition to the requisite bodice-ripping, she does include references to the Great Books, like Racine, Aristotle, Homer, and *Gulliver’s*

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