

Hodson Internship Reports

Summer 2022
Annapolis, Maryland



Career Development

ST JOHN'S
College

Hodson Internship Reports

Summer 2022

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Overview of the 2022 Hodson Internship Awards

Laurali Breeden '25, *Classical Academic Press*, Camp Hill, PA

Create lesson outlines and quizzes for online video course materials; provide logistical support for new course content with visiting presenters; edit and post video captions for lectures and help in other projects as needed.

Clarece Collins '22, *Woodside on the Move*, New York, NY

As a policy intern, gain first-hand practical experience in policy advocacy and civic engagement at the local level; assist in the creation of permanent Arts & Cultural program, and represent Woodside on the Move on monthly government committee meetings regarding Arts & Culture. Assist with multicultural community outreach regarding 1-2 specific policy initiatives that impact Woodside and Western Queens. Assist with the creation of organizational 1-pagers and social media slides regarding public policy and current legislation.

Elizabeth Dowdy '23, *Maryland State Archives*, Annapolis, MD

Work in Digital Acquisitions researching court records through online and original indices and indexing records material for a grant project.

Agnes Galvin '23, *City of Annapolis, Dept. of Planning & Zoning*, Annapolis, MD

Gain experience in various aspects of city planning while assisting the City of Annapolis with projects that advance its comprehensive planning goals. Participate in meetings; research best practices in bike/pedestrian planning and design; perform fieldwork and data collection to document existing conditions in the city related to housing, infrastructure, etc. and provide an analysis of existing conditions; write; design infographics, & provide outreach as needed.

Jakob Garvey '22, *Leela Market*, Scottsdale, AZ

Experience the operational and “back of house” structures of owning and developing a small business in the world of fashion and retail by providing a deeper knowledge of business ownership; work on the sales floor; assist with operational duties; and attend buying meeting and markets.

Georgia Green '25, *Office of U.S. Senator Wyden*, Washington, DC

Gain skills in political communications: draft press releases and social media posts, conduct media monitoring, research and distribute press clips; work closely with the communications team on specialized projects, draft quotes for the Senator; clip/edit videos, and create digital content.

Catherine Greer '25, *Akron Art Museum*, Akron, OH

As collections intern, work with the Senior Collections Manager and the Curators to learn how to care for art in a professional setting. Document and catalog art; design and hang exhibits and galleries; input data into the museum’s collection management system; and learn the general workings of an art museum in preparation for graduate studies and a career in art conservation.

Noah Hale '23, *Chesapeake Bay Media*, Annapolis, MD

Work with multiple departments within the CBM organization, with a focus on writing stories for publication, editing, proofreading, crafting social media content, and story generation for *CBM Bay Weekly*, *Bay Bulletin*, and *Chesapeake Bay Magazine*. Attend editorial or other planning meetings.

Nelli Harutyunyan '24, *FLEX, American Councils for International Education*,

Yerevan, Armenia

Help in preparing and organizing the Pre-Departure Orientation for the FLEX Program finalists from Armenia (49 students); assist in answering inquiries about the Program; social media of the Program, share ideas; and assist in the departure travel organizational tasks.

***Rachel Hauben '25, Upper Darby Arts and Education Foundation, Drexel Hill, PA**
As marketing and communications intern, engage in social media management for multiple accounts across several platforms; copywrite and edit press release and marketing materials; develop and execute strategies to sell theater tickets; work to increase marketability of donor ready materials; solicit sponsorships and help bring business partners to the organization.

***Zeinep Ibragim Kyzy '24, Plant-for-the-Planet, Uffing, Germany**
Assist legal and media team with drafting legal documents; intercultural mediation and translation; legislative and environmental research; organize fundraising calls and meetings; arrange international social gatherings to attract donors; participate in meetings; and contribute ideas for design and slogans.

Gelila Kebede '25, MCRC (Mother and Child Rehabilitation Centre), Addis Ababa, Ethiopia
Gain experience teaching children various subjects; help create a bridge with a local high school and a rehabilitation center to increase the number of students volunteering at MCRC.

Levan Kiladze '22, Ministry of Culture, Sports, & Youth of Georgia, Tbilisi, Georgia
Participate in the ongoing work and projects of the Ministry; assist in both project and event management and research; attend and participate in international meetings as well as meetings with Georgian government officials.

Mia Kobylski '23, House of Ruth, Domestic Violence Legal Clinic, Baltimore, MD
Receive training on the dynamics of intimate partner violence (IPV) and civil legal remedies available to victims of IPV; complete client intake interviews and observe civil protective order and criminal proceedings; and complete a research project.

Daryl Locke '23, Touchstone Gallery, Washington, DC
Participate in gallery administration, art installation, and exhibit design; create and post social media content; update the gallery website; complete a project or event related to personal interest; and gain an overall experience of the visioning and planning in a gallery from marketing to execution.

Nathaniel Martin '24, Historic Annapolis, Annapolis, Maryland
As an education intern, will focus on research to increase social media presence with expanded articles on subjects highlighted in the Museum of Historic Annapolis' exhibit, "Annapolis: An American story." Research people, places, and events; write posts; and find coordinating images for the content created; lead tours and education and public programs while assisting with program planning and set-up; gain an overall understanding of a non-profit preservation organization.

Isabel McDonald '23, Ayuda, Maryland Immigration Legal Program, Silver Spring, MD
Take part in administrative duties in the Maryland Immigration Legal Program; assist staff attorneys; gain an extensive understanding of direct legal services work.

Juana Melendez '22, Ki Smith Gallery, New York, NY
Work closely with artists, collectors, and the community in a space that supports new and diverse forms of visual art; participate in projects that include event planning, gallery maintenance, exhibitions and development. Assist in communication projects by organizing the email list; write news and media articles as well as become familiar with gallery work in New York City.

Grace Miller '23, Medstar Georgetown University Hospital, Dept. of Neurology, Washington, DC
Focus on understanding and addressing ongoing health disparities in the MS population in the DMV; assist in analyzing racial and ethnic demographic patterns; collect demographic data; identify, apply,

and assess strategies to address gaps in treatment; increase health literacy with a focus on DEI; participate in team meetings as well as shadow clinical providers as they interact with patients.

Madelyn Minor '24, Cornell University, Experience & Cognition Lab, Ithaca, NY
Receive a boot camp of online tutorials in statistics and computer programming and additional training in Human Subjects procedures; recruit participants for studies; review background literature; program and analyze data for projects; attend lab meetings; and explore major unsolved problems in cognitive sciences.

Monica Molina '22, Calloway Fine Art & Consulting, Washington, DC
Gain an understanding of best practices for exhibition production; inventory, catalog, and participate in maintenance of gallery exhibitions; assist with errands and office responsibilities including scanning, filing, and archiving paperwork along with custom framing and daily gallery operations.

Tom Ni '23, Office of Congressmen Steny Hoyer, White Plains, MD
Assist in the everyday operations of a congressional office: process mail, answer phones, write correspondence, plan and attend meetings, briefings, and hearings; and assist in guided tours.

Isabel Olavides '25, Maryland Office of the Public Defender, Parental Defense Division, Baltimore, MD
Assist trial attorneys in the client-centered and team-based representation of OPD clients in the representation of adult and juvenile clients in criminal cases; become fully incorporated into OPD's innovative and strategic approach to aggressive litigation and comprehensive advocacy.

***Lysithia Page '23, Touchstones Discussion Project**, Stevensville, MD
Conduct educational research, specifically discussion-based learning; provide summer programming to youth in local communities; participate in educator workshops and training in the Touchstones method; help with adult and volunteer engagement; receive database and systems training including topics in non-profit management and social-venture non-profit structures and operations.

Dion Adora Paun '25, Hertog Foundation, Washington, DC
Assist in keeping a careful record of incoming fellows, new alumni, guest speakers, and program faculty; assist in the execution of four online "Summer Courses"; act as a resource and office representative for the Summer Course teaching assistants; create, edit, and provide final review of documents for the summer programs; provide data management of ongoing project involving 10 years of applicant data.

***William Payne '22, Kidd Restoration Studios/Archival Arts Inc.**, Baltimore, MD
Experience hands-on fine art restoration along with digital restoration and reproduction; receive instruction in the: assessment of damage and required repairs for works of fine art, including oil and acrylic paintings, works on paper, fabric, gilded and painted frames, and decorative objects. Learn the use and handling of relevant tools, methods for formulating and testing various solvents, hands-on cleaning, and methods for repairing a variety of damage. Receive fine art training in painting and sculpting methods, particularly as it applies to in-painting and restoration of missing elements of works of art.

Theodora Reiter '25, Boston University, Social Learning Lab, Boston, MA
Gain experience with psychological research in education and social cognition, including community outreach and participant recruitment, online and in-person data collection with young children and adults, stimuli creation, and data analysis.

Elsa Risgin '22, Maryland State Archives, Annapolis, MD

Participate in the Quality Assurance review of scanned microfilm prior to its upload the its electronic repository; digitize records from two major collections and digitize records requested by the general public.

Jacob Rowley '23, Maryland Office of the Public Defender, Parental Defense Division, Baltimore, MD

As a legal aide, interview clients and witnesses; consult on case strategy; conduct previous case research; read relevant records (e.g. medical records), and compose legal briefs to aid in cases involving parental and guardianship rights, CINA (Child In Need of Assistance) determinations, and permanency plans (adoption, shared guardianship, reunification, etc.)

Kabita Sen '23, Tomorrow's Women, Santa Fe, NM

Provide program and administrative support; work in volunteer management, fundraising, education and outreach, marketing, and organizational development.

Sarah Thyer '25, Office of Rep. Tavia Galonski, Ohio House of Representatives, Columbus, OH

Research potential or existing legislation, compiling information on key provisions, similar bills in other states, and potential interested parties; write various texts, including press releases; and view civil and criminal justice committee sessions.

Felix Tower '25, New Bay Books, Tracy's Landing, MD

Contribute to all facets of publishing, especially poetry, throughout the publishing process, beginning with consideration of manuscripts, editing while keeping in mind the writers' sensitivity and voice, and understanding target audiences. Learn careful proofing; marketing; and patience with arcane practices.

Ian Walker '22, Calvert Marine Museum, Solomons, MD

Assist with school tours, youth and adult programs, and special events; help with planning and implementation of educational programs and with conducting tours and programs on the lighthouses, oyster house, discovery room, marsh walk, small craft shed, and other museum exhibits. Spend time with each museum department: paleontology, maritime history, and estuarine biology, learning how they operate to create and maintain museum exhibits; participate in animal care, excavating fossils, or working on boats.

***Cynthia Wu '23, The Kay and Prendergast Labs, Institute for Mind & Biology, University of Chicago, Chicago, IL**

Train in several aspects of conducting behavioral and electrophysiological research with rats, including daily care and socialization with rats, recording brain signals and running operant training sessions with rats. Run a semi-independent study involving passive presentation of odorants and assist in rat electrode implant surgeries; read and present papers.

Jingyi Zhang '23, YK Law, New York, NY

Perform legal research; learn about the law profession; and take part in litigation and transactional matters.

*Hosted by an SJC alumnus/a

Laurali Breeden '25
Classical Academic Press
Camp Hill, Pennsylvania



While interning at Classical Academic Press, a publishing company that specializes in producing classical materials for homeschoolers and educators, I worked with leading educators in the renewal of classical education and was given ample room to explore my interests in graphic design, writing, and the inner workings of a publishing company.

Jesse Hake, the director of ClassicalU.com and my mentor for this summer, has assigned me tasks that have included supporting customers of Classical Academic

Press' online teacher training platform, aiding in the creation of a new subdivision of the company called TrueNorth.fm (a podcasting network), and listening to classical materials for new online courses. I have not only learned about how a publishing company functions and expands throughout years of being in business, but I have also been given the opportunity to learn more about the history of classical education and the renewal of classical methods of educating students. Many of ClassicalU.com's online courses cover information on how various subjects in K-12 schools can be taught classically and how ancient philosophers like Socrates, Plato, and Aristotle have shaped the morals and values of the classical education system.

After completing a year of education at St. John's, I found that I was able to accurately describe the goals and methods of classical education while discussing the model with my co-workers. Experiencing classical education as a student and studying the Great Books has prepared me to work in a similar environment to Classical Academic Press as St. John's has expanded my critical thinking skills and has fostered invaluable communication skills. The challenging education at St. John's has also resulted in an acute sense of work ethic and it has equipped me with the ability to balance many tasks at once.

In working with the course development team at Classical Academic Press to enhance older lessons and create new content, I have learned more about my own educational values and I have developed further reasons for attending St. John's College by hearing educators experienced in the realm of classical education discuss the importance of a well-rounded and thoughtful education. The team at Classical Academic Press has integrated me into their office and I have attended several company meetings, worked with many divisions of the office, and I have become the point of contact for various jobs and communications. I have learned about the inner workings of office hierarchies, and I have enjoyed the intricacies that go into the social aspects of working with many groups of people. Additionally, I felt like an essential part of the office every day I worked there due to how my co-workers and supervisor treated me as an equal. The only negative aspect that I experienced during my internship were that the dynamics that contributed to what tasks I was assigned occasionally seemed more complicated than necessary. Early in the internship, there was an incident where a co-worker asked me to change details on the ClassicalU website that the owner of the company would not have approved of and

Jesse stepped in before I started working on this task. The simple solution to avoid this happening in the future was to consult Jesse about tasks that were assigned to me by other people and this method worked perfectly for the rest of my internship.

Though I was primarily interested in teaching before starting my internship, my focus has now shifted to impacting the classical education movement through supporting companies like Classical Academic Press. I greatly admire those who enter the teaching field and I want to support classical educators in any way I can. Moving forward, my mentor has invited me to work part-time for Classical Academic Press during the next academic year, allowing me to stay in the field that I wish to explore further. I have no doubt that Classical Academic Press has, and will continue to, open new doors for me in the realm of classical education and I am excited to see where these new opportunities will take me.



Clare Collins '22
Woodside On The Move
New York, New York

This summer, I worked full time as a policy intern at Woodside on the Move in Queens, New York. I worked closely with the executive director, Steven Raga, who acted as my mentor for the internship.

The majority of my daily work consisted in conducting research for the purpose of policy driven initiatives to better the community of Woodside, Queens. Each day, the group of policy interns that I was a part of would conduct research both online and in person by reaching out to other activist groups and other locals about what issues they faced. We spoke to people at many different community events, from political protests and demonstrations to community picnics and even candlelight vigils. We then worked together to use this information to write legislation that would address the issues at hand. The conversation skills I developed

through my classes at St. John's helped immensely with this portion of the work. The writing skills I developed through my three years at St. Johns had me eager to help out with the bill writing that would happen later.

My favorite thing about this internship was the creative freedom it allowed me when taking on projects. All of my ideas were welcomed and encouraged, as long as I could coordinate their execution. This environment allowed me to take the lead in many different situations, allowing me to use all of my strengths to their full potential. In my next employer, I will look for the same type of trust that Steven and the rest of my team placed in my abilities to perform.

This internship was my first experience working in nonprofits. What I enjoyed the most about non profit work was the impact we made on a local level. I could clearly see the need for the work that we were doing. For example, one project my team took on had to do with the effects of hurricane Ida. Last year, when hurricane Ida hit New York, 13 people died in Queens from drowning in their homes because they were living in illegal basement apartments. My team worked together to draft a bill that would legalize all basement apartments in New York city so that these tenants may receive better protection from insurance companies and government agencies from future floods. I felt that this was incredibly important because climate change is making hurricanes more and more common.

The least enjoyable aspect of this campaign was the bureaucratic aspect of legislative work. While the research aspect is interesting and enjoyable, a lot of grunt work is required when writing an actual piece of legislation in order to properly draft a bill that would actually be considered by a lawmaker. The process of drafting a policy-based initiative therefore required us to be extremely meticulous when choosing how to word things throughout every step of the process.

Overall, this internship was a memorable experience that helped me learn a lot about nonprofit work and about myself. The Hodson trust gave me the means to secure housing after graduating from college and provided me with valuable skills and connections that I gained along the way. I have the option to continue working here, but for now I am going to take some time to explore other options. I now feel confident and secure in my abilities to work in the political and nonprofit world and have a clearer view of my goals for my upcoming career.

Elizabeth Dowdy '23
Maryland State Archives
Annapolis, Maryland

My internship this past summer was at the Maryland State Archives, where I worked in the criminal records department and the conservation lab. I enjoyed learning about the different aspects of the Archives and gaining experience in and knowledge of various subjects. At the beginning of the summer I was unaware of all of the diverse roles the Archives play, but now I have been able to contribute to a few of them myself and explore multiple career possibilities.

In the criminal records department I worked on completing research. There are multiple local and federal organizations which rely upon the Archives in order to gain access to information about an individual's criminal record and to complete background checks. My job was to help find this information. Usually, I was provided with a name and charge (along with a few other tidbits) which I needed to confirm by searching through online databases, files, and criminal dockets and indices, and then providing proof of this information to my supervisor. Although it may not sound too exciting, this work is crucial in improving Maryland's safety.

My work in the conservation department was a bit more hands on. For most of the summer I assisted on the Scharf project, which consisted of cleaning and repairing colonial documents to ensure the paper was ready to be scanned and could become easily accessible to the public. I also spent some time processing and organizing items for an Annapolis born musician's special collection. I finished out the summer working on a collection of photographs from the early 19th century, by cleaning and identifying the locations, buildings, and objects in the photographs.

Throughout my ten weeks at the Archives, I liked how most of my work was independent, but there were moments where teamwork was also necessary. I feel that my time at St. John's prepared me to be able to work well independently as well as ask questions and collaborate with my supervisors and fellow interns when necessary. I will be seeking out this style of work in future job opportunities. However, I did feel like a lot of my work was repetitive and didn't always provide enough challenge. On the whole, I enjoyed my internship and I am grateful for the experience I was able to gain over the time I spent with the Archives. The knowledge I gained is invaluable to me and would not have been possible without support from Hodson.



Agnes Galvin '23

Annapolis Comprehensive Planning Department, City of Annapolis
Annapolis, Maryland



As a Johnnie one often feels very alienated from the rest of Annapolis. Our community even goes so far as to call itself a “polity” with the idea being that we’re a city within a city, a world unto ourselves. But, over the last few years I have become more concerned with being a good member of that larger community, not just the SJC polity. When I heard that an upperclassman I know and respect had interned for the Annapolis planning department, I thought that it sounded like a great opportunity to learn more about this city.

And so, I went into this summer with three main questions. How do cities work? What makes Annapolis unique? And, could I imagine myself working in local government? I was able to explore all of my questions, and find some new avenues to explore. I got a crash course in local government, explored more of Annapolis than I had ever seen before, and learned about what sort of work I could see myself doing in the future.

My main activity every week was attending meetings and site visits. There were countless meetings of commissions, boards, councils, and task forces—both in-person and virtual. I learned about budgets, event planning, mobility, dining, transportation, grant writing, and housing. In larger meetings I would sit quietly and listen, not wanting to be a distraction; but in smaller meetings I was encouraged to participate in the discussions and share my opinions. I tried to use the lessons I have learned in the classroom to share my thoughts. Additionally, there were quite a few situations where I was asked for my opinion as a St. John’s student, because the projects in question directly involved the college. I really enjoyed learning about all these groups, many of whom are formed solely of volunteers, who help keep this city up and running.

I also spent much of my time on solo projects that needed research, writing, or design work. One long term project was a PowerPoint about Annapolis’s new “micro mobility” program that my supervisor used at a presentation to the Annapolis Transportation Committee. I drafted it as if it was an essay for school, then mocked it up, then we worked on edits together until we were both satisfied.

One of my favorite projects was when I was given the opportunity to design a flier for a community meeting about a new bike path, and then spent a few afternoons stuffing the flier into mailboxes around the neighborhood and talking to the residents. I really enjoyed exploring new areas of Annapolis, and figuring out how to maximize turnout for the event.

My biggest writing project was when I wrote an analysis on a community survey about “public water access” in Annapolis. I was tasked with going through the survey data and figuring out how to present the results to state legislators. Generally, this meant captioning already existing charts and pointing to the most interesting data points, sometimes it meant reading hundreds of written responses and writing a paragraph or so summarizing the various viewpoints, other times I had to

make charts from scratch to show something the other charts didn't capture. I really enjoyed this project, taking the data in its chaotic form and turning it into something that tries to capture the trends while also not losing the nuance.

I have no complaints about the work I was given, or the people I worked with. I did however learn something important about myself; namely how much I rely on outside imposed structure and firm deadlines to motivate myself. I did a lot of my work from home, and although I was able to get all my work done in a timely fashion, the lack of defined structure allowed me to procrastinate more than I liked. I like having a set schedule, concrete tasks and/or expectations, and clearly defined deadlines, because then I can organize myself within those parameters.

After my experience this summer I can definitely see myself pursuing opportunities in local government, and have been researching what sort of position would best suit my strengths. I've also identified some gaps in my skill set (mostly computer/graphics programs) that I'm planning on working on next summer after I graduate.

Jakob Garvey '22
Leela Market
Scottsdale, Arizona



This past summer has been an opportunity to gain a strong understanding of the inner workings of resale and small business ownership. Working alongside the whole team and LeeAnn at Leela market has been a positive and great experience: I cannot thank them enough! Day to day functions allowed me to operate from every position within the company, positions such as: sales associate, inventory/stocking, photo taking and marketing, sales post, following up with customer support, staging and brand representation, managerial operations (schedule, employee communication, restocking, unpacking shipments, etc). These roles were fundamental to my success in learning to navigate this field and ultimately launch my own online store.

My focus again on day to day operations gave me an inside look at every part of small business entrepreneurship: the importance of ending every day strong, properly closing and preparing a store for the next day, and handling interactions with grace even at the worst times. Today's success only comes from consistent practices and careful preparation leading to it! Staging a store and product placement also became deceptively

difficult to navigate especially when the transition of summer into fall started. This is difficult because one has to be able to gradually transition a store into the next phase while still remaining original and true to the customer base desires/wants of the hot climate. Communicating with employees and workers was also a great look into the boundaries that need to be set when starting and owning a small business. The hours are around the clock with 2+ stores open, 10:00-9:00, every day. The overall experience made it clear a business needs a strong blue-print pre-launch and that boundary setting needs to happen in the "constitution" and not completely developed as it goes. That being said, learning a small business mindset and flexibility were some of the greatest developments and insights that this experience taught me. Some weeks forecast big sales and others require serious price strategy and specific goals to stay a-float: there is no guaranteed success at one point or another.

The personal relationships that grow in the small business scene also revealed the importance of a good relationship between a company entity and a client/customer. The relationships that are fostered between company and employee, employee and products, and company and consumer are the most important building blocks for a successful business. LeeAnn was able to mentor me in this area by simply committing to her business practices and kind treatment to every part of her business (vendors, admin assistant, sales people, customers, neighbors, community). Leela Market invests time, money, and love into every part of their surrounding business and the collaborations they make happen are a testimony to that. Leela Market has a collaboration with St. Mary's FoodBank: BackPack program where candle sales go directly into the sponsorship of meals for children in Arizona. Over half of the stores are completely curated and supported by local and

small business owners: Candlemakers, screen printers, wood burners, artisan fragrances, crystals, cars, cleaning products, accessories, etc. The personal involvement and dedication to communal betterment are definitely some of the greatest lessons I have learned and cherished from my experience at Leela Market. The personal investment from a leader has to stand as an example for everyone else in the company.

The difficulties and hardships of owning a small business of course became apparent with the experience. The constant communication and need to support staff at all hours of the day definitely blurs the work and personal boundaries. Being able to support at least two fully staffed teams at any given moment is not only a lot of pressure but a lot of behind the scenes organization. The selection and curating process of ordering and working with an artist is also a big risk and rather difficult. Will this sell? Is their story clear in their work and with our business? Can we both grow together as a business? Do our connections crossover or appear mutually beneficial? The balance of personal gain, personal respect, and personal commitment is an internal ratio I learned and got to talk about from these bigger questions. That being said, these hardships and discomforts were managed and mitigated by plans in place, certain practices, and inside tips and tricks from Leeann and the whole team. I am truly grateful for all of them!

I was grateful for my background and educational support from St. John's during this time and the tools I learned. Being able to ask *good* questions and comfortable asking bad ones guided me through as it did in the classroom. Asking questions became the life-force of my internship: from checking-in with customers, developing relationships with vendors and employees, learning from Leeann how to balance the chaos, and asking for help when I was lost were hallmark moments I first started developing with my time at the college. The little Johnnie spirits and attitudes that got me through my hardest days on campus truly prepared me for the hard days of the "real world." With the support and personal development I have made through this internship, I want to develop my online presence in resale and launch my own small business. This was only made possible by the support of Hodson Trust and everyone who helped at St. Johns, but of course there is no denying the incredible support and love I received from LeeAnn and all the great people at Leela Market. While my work with Leela has come to an end, the support and relationships I have built with the company will propel me and have prepared me to fight for my own space in entrepreneurship!

Georgia Green '25
U.S. Senate, Office of Senator Ron Wyden
Washington, DC



The first day of my internship, I got off of the Metro at Capitol South. I walked past the Library of Congress, past the Supreme Court and the Capitol Building, gazing up at the monuments I had seen replicated in history books so many times before. All I could think of was how incredibly lucky I was to be there, to be able to see these buildings on a simple walk to work.

Often, my days at the office started with the collection of press clips, in which I compiled and formatted news articles referencing the Senator into a cohesive email, which was then sent to the staff of the DC and Portland Offices, as well as the Democratic staff of the Finance Committee. Then, I worked on press lists, eventually collecting the emails of over 500 journalists reporting on issue areas ranging from reproductive rights to cryptocurrency legislation.

Writing and research were also key parts of my work as a press intern. I was responsible for drafting original quotes, tweets, press releases, and newsletters for the Senator, as well as collecting information on his past statements and

legislative action for use in press materials. When my fellow press intern and I worked on newsletters together, I found that the skills I had gained from language tutorials came into play more than I expected. When a sentence we wrote felt awkward or grammatically incorrect, I was able to specifically identify the errors in syntax, explain them, and correct them. I also found that the flexibility in language I had gained from reading so many different writers was incredibly helpful, as I began to get used to the different styles of press releases, quotes, and newsletters. This was especially helpful for the times when I had to write in the Senator's voice rather than my own.

Through the course of my internship, I appreciated the mix of individual and group tasks I was assigned, as well as the convivial nature of the office. My supervisor was incredibly helpful and responsive when I had questions, and provided constructive feedback on my writing, which I greatly appreciated. He also made sure that my experience wasn't confined to the office, but that I had time to see votes from the Senate Gallery, observe press conferences from Senate leadership, visit other offices, walk with the Senator to a vote, and even go on tours of the Capitol Dome and the White House.

This internship was an incredible opportunity, filled with once-in-a-lifetime experiences and remarkable insights into the legislative process. Furthermore, it was an incredibly tumultuous summer in D.C., as the Supreme Court struck down *Roe v. Wade* and the streets around my work filled with protesters. Historic legislation was passed—and blocked—and I was glad that, in small ways, I could do my part to help. I drafted a press release pushing back against the

Supreme Court's decision, joined protestors on my way back home from work, and talked with the Senator about how to expand abortion access.

However, I don't think that my path will continue on the Hill. The insular and often disheartening nature of Congressional work didn't suit my temperament, as I grew disappointed in the inability of the legislative system to act on issues from bodily autonomy and contraceptives to veteran's rights. I figured out a lot about what I want in a job—the ability to write, research, and think creatively—but the confines of press releases and short quotes often frustrated me. I also wanted to dig into more detailed research and go into the weeds on issues, which simply isn't what press work focuses on.

Even so, I found that my internship was incredibly enlightening and engaging. I was in my element looking into and writing about broad social issues, and I was able to learn something every single day. This internship was an encouraging step toward further exploration into legislative, historical, or policy-oriented research, and I am deeply grateful for the support of my peers, supervisor, and the Hodson Trust.

Catherine E. Greer '25
Akron Art Museum
Akron, Ohio



I spent my summer working with the Akron Art Museum in Akron, Ohio, as their curatorial intern. The Akron Art Museum is a small but well-known museum dedicated to modern and contemporary art spanning from 1850 to the present. Though its collection contains work of artists from all over the United States and the world, it has a particular focus on local Midwestern artists with the intention of elevating their work to stand alongside other more widely known artists.

As a curatorial intern, my role spanned two departments: curatorial and collections management. My internship mentor, Stephanie Petcavage, was the Collections Manager and Registrar. I also worked alongside Associate Curator Jeff Katzin. During my time spent with Stephanie, I assisted her in her own work and learned the proper procedures related to caring for, storing, handling, and documenting fine art. We spent most of our time in collections storage, working closely with the museum's collection of over 7,000 fine art objects. I played a large role in sorting through undocumented objects and identifying, labeling, and archiving them for the collection. This involved learning how to properly handle delicate objects of many different materials, as well as navigating the Qi online database system that the museum used to document its collection. During this time, I also researched the collection and the history of the museum. I gained an intimate knowledge of the collection, both of the art itself and the many artists represented in the collection.

Another facet of my role working under Stephanie involved receiving new pieces, loaned pieces, and pieces that had previously been loaned out and had traveled to other museums. Each piece brought into the museum needed to be carefully examined to assess its condition. I helped create condition reports, which are detailed documents analyzing the current condition of a piece and identifying any current damage or delicate areas that could be easily damaged in the future. Incoming pieces also needed to be cleaned and properly returned to the correct location in storage.

The biggest project that I was involved in over the summer was hanging the FRONT Triennial Art Exhibition, titled *Oh, Gods of Dust and Rainbows*. I spent a month doing condition reports on each of approximately 40 incoming pieces by contemporary artists from around the world. I learned an incredible amount about the current contemporary art scene, the proper handling of numerous conventional and unconventional materials, and the detailed process of creating, curating, hanging, and exhibiting an art show. I even assisted in the installation of several major pieces, and gave insight into the curating process of where to place each piece.

Finally, my work with curator Jeff Katzin focused on preliminary preparations for another upcoming exhibition, *State of the Art*. I helped Jeff with the process of writing the gallery labels for several of the pieces in the exhibit. Gallery art labels need to display a very specialized form

of writing that focuses on clear, concise, and honest descriptions of each piece. I had to learn how to adapt to this unfamiliar form of writing, and in this process I stretched myself to think in an entirely new way both about art and about writing itself. It was in this process of label-writing that my work at St. John's was most necessary. I attribute my ability to adapt so quickly to a new perspective and a foreign process of thought to the skills I gained in conversation and essay writing during my freshman year.

My overall experience with the Akron Art Museum went far beyond my expectation for a summer internship. My mentors were incredibly eager to help me learn as much as I possibly could and went out of their way to provide educational opportunities. I had an active role in everything they did, and I even got to work independently on several research and writing projects. The museum environment was positive and creative, and the whole staff welcomed me and included me at every opportunity. Though in the future I will pursue employment at a museum focused on historical rather than contemporary art, the environment of positivity, learning, and love of art is one that I will hope to find wherever I go in the future.

My decision to spend my summer as a curatorial intern, with the support of the Hodson grant, is in my eyes a decision to actualize the potential that my education at St. John's is giving me. While studying at school, I am committing myself to this one program that I share in common with all of my peers. In doing so I am making an academic sacrifice of career-specialized knowledge. In order to fully gain both the foundation of knowledge that I believe in so strongly as well as a strong foundation of specialized knowledge, I have to take advantage of opportunities like this internship to seek out for myself the knowledge of museum studies and art history that I will need in the future. My experience this summer at the Akron Art Museum confirmed to me that my goal in life is to study art and work in a museum, so that I can be a part of sharing the art that I love with others. This internship also showed me that I can have both a dedication to my St. John's education and a dedication to pursuing the specific field of knowledge that is so important to me and to my future. These two aspects of my passion for learning have provided for me a wealth of growth and knowledge that are certainly the beginning of a long and successful personal, professional, and academic journey.



Cleaning a piece by Yayoi Kusama.

Noah Hale '23
Chesapeake Bay Media
Annapolis, Maryland



I spent this summer interning for Chesapeake Bay Media. The company owns two majorly popular publications—*Chesapeake Bay Magazine* and *Bay Weekly*—and I was able to learn about what kind of work goes into them. I thought it would be a good opportunity for me to gain some experience doing journalism, since I'd been considering going into that field for my career, and so most of my responsibilities were related to the newspaper. This usually included news reporting, editing, and finding pitches for stories, but I also learned about our advertising and paper deliveries.

On average, I wrote one to two articles every week, building up my by-line as I went. Every story was something that I either found on my own or accepted from the editor if I liked it, so everything I wrote was something that I was interested in. That was one of the best parts about this internship. I was also able to use the writing and discussion skills that I learned from my time at St. John's to make meaningful contributions, and it felt good to be able to use

them in their more practical capacities. There was also a chance for me to use my discussion skills when speaking to the editor or while interviewing people for stories, and I felt like it made my stories more interesting to read.

My time with the company gave me insight into what a career in journalism could be. I used to think that journalism had to be big and political, but here it was small on purpose and more closely connected to a nearby community. It has also broadened my opportunities—I see now that there are many different kinds of journalism all over the country. I feel like I can move to look for work if there aren't any jobs around me.

I was also happy to meet so many of my coworkers who hadn't gone to college to study journalism specifically, and it made me feel more confident that I could make it in this field with my education here alone. And while I don't want to go to graduate school at the moment, if I do I think it will be for a degree in journalism. Either way, this is now definitely what I want to do with my life, and I'm infinitely grateful for being given the funds necessary to make this experience possible in the first place.

Nelli Harutyunyan '24
American Councils for International Education, FLEX, Yerevan, Armenia

During the 2022 spring semester at St. John's College, I was offered an internship at the American Councils for International Education in Yerevan, Armenia. With the generous support from the Hodson Trust Foundation I was able to afford my trip and stay in Armenia for the whole duration of the internship. The American Councils around the world have numerous educational programs for young people. I was able to be an active part of an exchange program called FLEX. FLEX is a highly competitive, merit-based scholarship program funded by the U.S Department of State that operates in many developing countries in Eastern Europe and Asia. The scholarship provides an opportunity for thousands of students from various backgrounds to travel to the United States and attend a local high school while living with a volunteer host family.



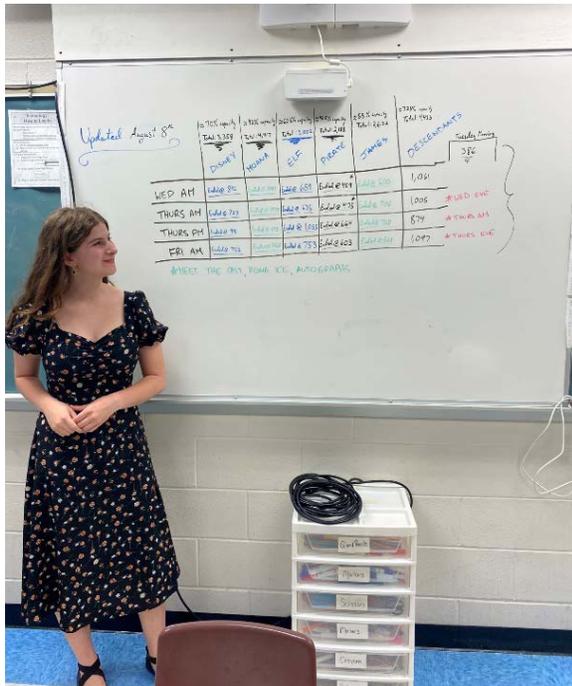
My internship responsibilities in the FLEX program included assistance during the organization of the Pre-Departure Orientation for the program finalists, working on the social media posts and helping in the departure preparations for a number of finalists. The preparation for the departure required a lot of translation work for me to make sure that the students and their parents who did not speak English have the essential information about every detail of their trip to the United States. During the two months, along with many other tasks, I translated dozens of pages of policies and rules and directions for the program participants. Regardless of the challenge of this task, it quickly became my favorite part of the work day. This seemingly monotonous and time-consuming activity became a way for me to learn about the specificities of the languages I was working with and apply them with the utmost responsibility for the nervous and excited students and parents to clearly understand the content of those texts. In my translation I could see the result of all the work in the language tutorials at St. John's College that made this process an excellent learning opportunity for me.

Along with my translations and other daily tasks I was able to see and actively participate in the organization of the Pre-Orientation Camp. I had the chance to see how challenging the organization of exchange programs are. I was surprised to notice that the hardest part of such programs for the organizers is not the logistical challenges of moving 50 underaged students to another country, but it was the process of the psychological preparation before moving to a completely different culture all alone. I was very privileged to see this process from the perspective of the organizers. This kind of work is what I aspire to do when I graduate and start my work in the field of education. This internship convinced me that regardless of the challenges and a huge amount of responsibility, the feeling of becoming a part of somebody's life-changing learning experience is truly rewarding.

Moreover, I was able to observe how the foreign governmental organizations work in developing countries and tried to think about their impact on Armenia in particular. I had to consider many cultural and social factors in my search of the understanding of whether the support provided by NGO's or foreign governmental organizations was sustainable. Those questions are critical for me to answer before I can start making changes in the Armenian educational sector; one has to be very careful and intentional in such matters, since the education in the country directly impacts the social patterns of small countries. I can say for certain that the style of education at St. John's has helped me a lot in this process since I have learned to ask the right questions and not rush into a quick understanding, but slowly examine the subject that I want to master.

Rachel Hauben '25
Upper Darby Arts & Education Foundation
& Upper Darby Performing Arts Center
Drexel Hill, PA

Hosted by alumnus Thomas Pack (A17)



As soon as I began my marketing internship with the Upper Darby Arts & Education Foundation (UDAEF), I knew this summer was going to be incredible. Not only would I be working alongside people I had looked up to for years, but we would be collaborating to bring the joy and connection of music and performance to the community. There are a multitude of programs under the authority of UDAEF, including Upper Darby Summer Stage and the Brad Schoener MusicMan Academy. During my internship I created press releases, conducted interviews with participants, aided in brainstorming marketing tactics, and collected stories & quotes which will be helpful for obtaining grants and local support. I worked closely with my mentor, Thomas Pack (A17), who I am so grateful to for providing me with this wonderful opportunity.

My very first assignment for UDAEF was to conduct an interview with Chris Luner, the new Artistic Director of Upper Darby Summer Stage. Without either of us taking much notice, what was originally going to be a brief interview became an hour-long conversation full of incredible quotes and stories that could be used both in the immediate interview post, but also in content for years to come. When looking over the results, my mentor and I determined that the interview should be sent out as a press release in addition to being a blog post on the UDAEF website. I worked with a few other members of the marketing team to rework the interview into a press release, which was then sent out and published in *The Delaware County Daily Times*. It felt so fulfilling to see something I had created be published on behalf of a program that is so dear to me.

From then on, I handled all of the summer press releases, aided along the way by the invaluable help of my mentor and other members of the marketing team. Every week there was at least one press release to work on, whether it was providing news about the various camps contained in the MusicMan Academy or one of the seven shows presented by Summer Stage. There was some concern at the beginning of the summer about the low registration numbers for MusicMan camps, especially for the Jazz Jam! camp and Butterfly Buddy adaptive creative arts camp for children with special needs. To try and boost numbers, I was asked to create a press release to convey all the wonderful things that had taken place at this year's flagship MusicMan Camp and to inform readers about the two other camps. I also took on the responsibility of researching and reaching out to various groups for children with special needs to spread the word about the Butterfly Buddy camp.

Although the press release did not get picked up by any external news outlets, the Butterfly Buddy camp saw an increase in registration following its publication on the UDAEF website and a connection with a special needs organization in the area. On the closing day of each week, I

visited Butterfly Buddy camp to take notes about what I observed and to collect quotes from parents, staff, and visitors from the state government. I then used those notes and quotes to create a blog post for the UDAEF website informing people about this incredible program. I also sent the quotes I had collected to Jennifer Schoener so that she could include them in a presentation for the Upper Darby School District School Board to encourage them to continue supporting music education in the district through the MusicMan Academy. They will also be used when coordinating with companies to receive funding for both Butterfly Buddy camp and other UDAEF programs.

I was pleasantly surprised by how useful my work at St. John's College proved to be for my internship. As I wrote press releases and blog posts throughout the course of the summer, I used the lessons I had learned at SJC about intentional writing to ensure that we were able to disseminate as much valuable information as possible without extraneous material being added in. The skills I learned about verbal communication through seminar and the various extracurriculars I participated in this year helped immensely when calling up local organizations and businesses to distribute marketing materials. They were also a great help when coming up with questions for the interviews I conducted so that interviewees felt comfortable and welcome to share their stories and ideas, which led to an abundance of material I could use for written posts.

I had never considered the realm of marketing as a career option before, but I really enjoyed carrying out my duties this summer. I particularly enjoyed writing the various press releases throughout the course of my internship, and it felt so fulfilling when they were picked up by local newspapers. It was especially gratifying to see the press release I had helped to create for the first Summer Stage show of the season make front page news for *The Delco Times*. Before going into this summer, I wanted to pursue a career that has close ties to the arts and/or English, and this internship has only strengthened that motivation.

I absolutely loved working at the Upper Darby Arts & Education Foundation. My co-workers and I worked very closely together, and were able to find opportunities for fun even during stressful and busy weeks. I would have preferred all the members of the marketing team to be in the marketing office in person multiple times a week, since there were instances where certain members of the team did not respond to emails regarding time-sensitive press releases in time. I think that having opportunities to speak to them in person would have been helpful to keep us all on the same page and prevent us from running late, but almost everything worked out perfectly well in the end.

Throughout the summer I made it a point to stay on top of all deadlines, and prepping materials for myself in advance so I did not have to rush to complete them. For instance, Summer Stage put on seven shows throughout the course of the summer, and each one had a press release sent out. Since I knew what the shows were, I was able to draw up a rough draft of the press releases for each show well in advance so that I only needed to add in and adjust a few things closer to the deadline. I will absolutely try my best to keep this concept in mind and practice moving forward in both my schoolwork and future employment, since it helped me more than I can express in carrying out my duties.

I do think that this internship site is a possible place for future employment. Not only do I love the people I have worked with this summer, but I adore the work that I did for an organization that is dear to me. In speaking with Harry Dietzler, Chris Luner, and of course my mentor Thomas Pack, it certainly seems as though I would be welcomed back there as an employee in future summers or even invited to work on projects year-round. I am incredibly grateful to have had the opportunity to be an intern at the Upper Darby Arts & Education Foundation. I have loved every moment of my time here, and cannot wait to see how our paths will cross in the future.

Zeinep Ibragim Kyzy '24
Plant-for-the-Planet, UNEP “The Trillion Tree campaign”
Tutzing, Germany

Hosted by alumnus Sagar Aryal (A18)



At Plant-for-the-Planet I was an intern in international management, legal and communications. The most significant part of my internship was creating legal and operative guidelines for stakeholders that are planning to come to a partnership or a cooperation agreement with the foundation. This task served as a pre-law experience for my future law-school application. I found this task very challenging but exciting. My supervisor supported me in presenting my findings and research to the Board of Directors and Global management. Due to the quick-changing nature of academics at St. John's college, my acquired flexibility and adaptability served me well in this task. The student-led class style taught me to show initiative and unwaveringly open conversations on certain topics. I encouraged the international team to partner with U.S. institutions. My idea, although met with objections at first, was welcomed after some careful deliberation, research, and persuasion from my side. I am happy how effortless and not stressful it is now for me to share my ideas and accept criticism. My other tasks in the international team included proof-reading and fact-checking important documents before they were distributed to the press.

In the communications team my main focus was creating videos for the social media pages and working on engagement-increasing strategies. I am proud to say that the videos I produced received eight times more views than the average video on the foundation's social media pages. As I am the art assistant at St. John's college, I am used to being creative on-demand, so having to produce content every day was not challenging. I learned valuable editing and organizing skills which helped me to improve the quality of my content. I also learned to align my creativity with the foundation's communication goals and values.

The environmental message of the foundation is very close to my heart, as I have been an environmental activist for a long time and advocated for environmental rights in developing countries. That is why working in this foundation was very important for me because it gave me life-long contacts to the environmental industry, which I will use to accomplish my career and environmental goals. I became acquainted with the founder of Plant-for-the-Planet and many other leaders in the sustainability movement. Through my newly acquired contacts, I have organized and will lead a webinar on the importance of ecofeminism and how the climate crisis affects women the most, using the Central Asian Network of Environmental Climate Action platform.

The location of my internship was very important, as Munich is one of the biggest metropolitan areas in Europe, where the most important environmental decisions take place. I was active in

participating in the local environmental strikes and protests and used the events to spread awareness.

My academic and career goals have not changed much but made me more motivated and excited to be part of the sustainability movement. I am still planning to go to law school to study environmental law after graduating from St. John's College. However, I did get tempted to continue working at the foundation for a year longer, as I was offered a position by the founder of an on-site reporter in the headquarters of Plant-for-the-Planet in Mexico. This was a big signal of my improvement and competency in the environmental industry, as I was offered a relatively large salary on an annual contract. I am happy to have rejected the offer, as I strongly feel that graduating from St. John's College and getting a law degree would open even more doors in my career path. Nevertheless, I am planning to visit the headquarters over fall and spring break this school year. I would like to stay involved in the projects that the foundation is working on, especially in the projects that initiate international partnerships. I have asked the foundation to keep me involved during the school year. I think that next summer I will try to intern at a different organization, perhaps a law firm or in the UNEP, but I will stay in touch with Plant-for-the-Planet for possible employment after I graduate from St. John's college.

An unexpected positive outcome of my internship was my German language skills increasing. I had not expected to speak a lot of German during my internship, as Plant-for-the-Planet is an international foundation. However, I was surprised when all of the team meetings were in German. This forced me out of my comfort zone, and I spoke more German than I anticipated. I am now considering interning in Germany again and further improving my German. Knowing German would be helpful for my intended field of study, international law, and it would open up the possibility of completing my law degree in Germany or Europe after I graduate from St. John's College.

I think that this internship helped me build my future career and academic plans. It opened up many doors and I realized that I enjoy working in a small, non-profit environment. I think it would be valuable for me to experience the corporate environment at some point too, through an internship, but I think that the non-profit, sustainable environment makes me happier in general. Thank you for choosing me as a Hodson stipend recipient!

Gelila Kebede '25
Mother and Child Rehabilitation Center
Addis Ababa, Ethiopia



This summer, I was fortunate enough to volunteer at the inner-city site of Mother Child Rehabilitation Center (MCRC) in Addis Ababa, Ethiopia. MCRC's main goal is to help extremely disadvantaged children from Addis Ababa, thus, the Center's basic tasks include feeding those in the program, providing a formal school education for the children, and funding medical care and housing for the children in need. The site I had interned at only taught until the 1st grade, however MCRC also helped fund their future schooling. During my time in the summer, I volunteered to teach children from

grades three to seven. Most of these students had learned at MCRC when they were of age and now are being funded by MCRC to continue their educational journey.

I choose to teach these children because I want to advance into the education sector once I graduate from St. John's College. I have always wanted to work with children; however, I was uncertain about which avenue I wanted to advance in. Thus, I used this internship as an opportunity to try one of my passions. In the past, I have taught children when I worked in an orphanage and although I enjoyed it, I was not sure if it was something I would like to pursue as a full-time job. To test this, I applied to a rehabilitation Center (Mother and Child Rehabilitation Center) in Ethiopia. I thought this was the perfect opportunity to see if I wanted to become a teacher and to see if I would be able to teach as a full-time career. Additionally, it was an excellent way to help the disadvantaged students in my hometown. My duties as an intern were to teach students from grades three to seven Math, Science, and English. During their break times, I would help take care of them and make sure they had eaten and were playing safely.

The great books program was very useful in helping my articulation skills in addition to helping me overcome my shyness and express my thoughts quickly and comfortably—as these are skills that the program demands of any Johnnie. I strongly believe this made me a better teacher as I was able to clearly explain different ideas. In most classes the students are in the same grade thus, it is usually easier to explain one idea to the whole class, however since the students in my class were mostly in different grades, I would need to teach all the students different concepts. I had to quickly and coherently explain various topics so I could help all of the children. Consequently, the articulation skills I had honed as a Johnnie had become very useful.

MCRC not only had a commendable mission but also had an amazing staff that were great coworkers. I felt as though if I needed help it was always available which made me more confident in what I was doing. It created a very friendly and safe environment not only for the kids but also for the worker. Which in turn helped the students get a better education. Within a few short months, I saw my passion turn into a potential career. The staff was willing to help and adjust circumstances based on the children and their needs. The staff is able to adjust to the

different students' needs to make their education more impactful. However, having to work with students who needed different resources and content at times made it difficult to focus on each student. Some students needed help covering their syllabus for the upcoming year and some needed help going over everything they had previously learned because they had such difficult home lives and did not have a lot of free time at home to study as they mainly helped their parents. The children were very appreciative of the attention they were receiving, which only motivated the staff more. Seeing the children grow and improve their confidence throughout my time volunteering was a very heart-warming experience.

I do not believe my work with MCRC will end here and I hope I can contribute more when I return. I am extremely grateful to my mentors, coworkers, and the Hodson committee for giving me the opportunity to not only help the children but also to help solidify my future career. I feel it has confirmed my desire to become a teacher. Thank you.

Levan Kiladze '22
Ministry of Culture, Sports, and Youth of Georgia &
The Embassy of Georgia to the US
Tbilisi, Georgia



This summer, I did a joint internship at the Ministry of Culture, Sports, and Youth of Georgia and the Georgian Embassy to the United States. My job at the Ministry was to help organize various cultural events. At the Embassy, on the other hand, I researched and analyzed the assigned news topics about US politics. The internship allowed me to bring my interests in cultural development and socio-political issues together and reexamine them.

At the initial stage of the internship, I was assigned more administrative tasks. One of the events I helped the Embassy organize was Georgia's 31st Independence Day. I also had a chance to work with Georgian non-profit organizations that are based in the US. For example, I participated in organizing the annual

board meeting of American Friends of Georgia, which was attended by the Georgian ambassador, David Zalkaliani. While taking an active part in the internal meetings of both the Embassy and the Ministry, I was able to understand the work of these organizations better. I also explored how non-profits, such as AFG, play a role in strengthening cultural ties between Georgia and the United States through initiatives, such as fundraiser exhibits, movie screenings, workshops, and art auctions. Many of the events I worked on through the Embassy, including the 14th anniversary of the Russo-Georgian War, were coordinated with the Ministry of Culture in Georgia. This helped me network in my home country where I am planning to pursue my career in the future.

At the Georgian Embassy, I mainly wrote weekly analytical reports regarding current issues in U.S. politics. My research included finding credible articles about specific topics and reading them closely. I then had to write a summary of the socio-political situation around the issue and provide an analysis of the effects of the researched topic on United States politics. The analysis also covered outlooks from different political camps in the US and possible conflicts between these viewpoints. If relevant, I usually provided the possible influence of the local political issue on US-Georgia relations. All of this information was organized in the form of an analytical paper. Preparing these papers allowed me to apply writing and research skills acquired at St. John's to the real world. I especially enjoyed looking into diverse visual or written media resources and analyzing them according to their affiliations with particular political groups.

My reports for the Embassy were mostly focused on the upcoming midterm elections. I examined different factors that could influence the results of the elections. Some of these factors included current socio-economic issues in the United States, such as inflation, abortion rights, and an increased crime rate. Another major element was events surrounding former president Donald Trump, who might be planning to run for president again in 2024. January 6 hearings, Mr. Trump's possible prosecution, and the recent Mar-A-Lago raid are a few of the events that had an important influence on the current stances of both Democrats and Republicans on

various issues. Examining these events through multiple perspectives, largely developed my understanding of US domestic politics and its influence on the international world. The process of compiling and analyzing information on the specific topics helped me not only to get a better insight into the specifics of U.S. politics but also broadened my understanding of how political research works in general. I learned how one country's internal affairs could influence another's. By working with non-profit organizations, I found that mutual influences can be positive. I believe that this internship made me better aware of the political situation around me and showed me how state organizations, such as embassies and ministries can work together for a more stable international system. At the same time, discovering multiple ways of popularizing and conserving Georgian culture inspired me to reconsider my future interests and helped me see that there are many aspects of cultural development projects that I would prefer over political or international work.

Mia Kobylski '23
House of Ruth Domestic Violence Legal Clinic
Baltimore, Maryland



Mia is pictured, center, with her mentors.

During my eight weeks with House of Ruth, I was tasked with the many different responsibilities of an employed legal advocate. On a typical day, I verified conflict checks in our online database, completed intakes to assess service eligibility, and observed civil and criminal hearings. I would often connect clients with additional internal or external services for victims and their children. If we offered an individual direct representation for a protective order or custody/ divorce, I would conduct follow-up calls to ensure orders are being followed by abusers. During intake interviews, I would sometimes help clients compile evidence for their hearings. I also attended multiple training sessions regarding lease termination, the cycle of domestic violence, and trauma-informed advocacy. Over the course of two weeks, I worked on a filing project to alphabetize paper files in the administrative office. Supplementary to my main work, I researched three topics that affect the organization: What states have laws that protect victim-advocate privilege? How do abusers use

smart-home technology to further their control?

What community resources exist for low-income individuals struggling with housing, food, immigration, etc.?

I spent most days in an office with a handful of work-from-home days. My primary location was Baltimore County District Court in Catonsville, with visits to the administrative office and Baltimore City District Court. Being in-person allowed me to watch court proceedings, see House of Ruth attorneys in action, and engage with court staff. While at home, I focused on calling clients and my various research projects. I am thankful that I attended court most days. There were dramatic cases regarding brawls on the street between friend groups over trivial disagreements, but also severe cases of abuse that resulted in criminal charges. The energy changes in an instant, and I found myself captivated by the hearings. The House of Ruth work environment can be unpredictable but in a positive way where no two days are the same. There are days when everyone is busy, the phones won't stop ringing, and all the clients are breaking down crying on the phone. There are also days where nobody is calling back, and the only hearings are for traffic violations. I spoke with a diverse group of clients who represent all corners of the community. I appreciated being taken out of my comfort zone and hearing first-hand about long-standing disadvantages from people actually living through them.

One way St. John's has helped me at this internship is in the way of "group think" (as one managing attorney calls it). Every month, there is a meeting called "Case Review" where advocates present cases to the family law attorneys for custody and divorce. Then, there is a meeting called "Divorce Group" to handpick cases for direct representation. The cases shared during this process present complicated legal questions or contain particularly severe abuse. I

have also witnessed staff members routinely call others with questions or walk through a case together. In addition, St. John's helped me with my research assignments to read state laws, statistics, applications for government services, and legal documents. The ability to sort through text in an effective manner allowed me to complete assignments quickly and accurately. St. John's also helped me to ask specific questions to clients about why they require legal assistance. When doing intakes, many clients have trouble recalling traumatic events. I would often ask follow up questions to gather a full picture.

All of the staff across departments were very welcoming and knowledgeable. Working with victims requires listening to testimonies of brutal beatings, death threats, assaults, shootings, etc. Some of the incidents are very upsetting and understandably cause the clients serious trauma. I think the organization maintains a good balance of professional and casual interaction. I believe the staff tries to keep the office light and friendly to offset the nature of the work. We even went out to lunch one afternoon for the staff to get to know me more. Since the organization operates mostly by phone, if clients are not answering calls, finding something to work on can be a struggle. Thankfully, I had research projects to complete during these times. In a future workplace, I would like to duplicate the frequent collaboration between members and the welcoming atmosphere. Receiving positive feedback and building working relationships with coworkers motivated me to do my best. I felt comfortable asking for help when needed.

My career goals have not changed, but have been strongly affirmed by this experience. I thought I wanted to enter the legal field, but now I am definitely sure this is what I would like to pursue. I would like to get a paralegal certificate and save for law school after graduation. I enjoyed doing advocacy work in particular. House of Ruth serves primarily low income, minority women. I have always had an interest in women's advocacy, and this has strengthened that interest. I know that something I care about in my personal time can be manifested into a meaningful career. One of my mentors said to me that if they are hiring any advocates after I graduate, I should apply if interested. She said if they are not hiring, they could refer me to similar organizations that are hiring. I would definitely be interested in taking either of these two opportunities. I am proud to have this work experience on my resume and I believe the legal and advocacy skills I have learned will be beneficial as I enter the workforce.

Daryl Locke '23
Touchstone Gallery
Washington, DC



While at the Touchstone Gallery, I assisted artists with their exhibitions and took part in clerical and communicative duties. I helped maintain the gallery space and conducted interviews with artists. The gallery acquainted me with the operation and environment of an art gallery and introduced me to the art world.

The work I do at St. John's assisted with my internship responsibilities. There were times over the summer when I felt like I was not interacting with the work at the internship as much and I was reminded of Pascal Pensees when he wrote "one must think more." So there were times when I would be in a situation where I would feel lost and unable to think about in-depth ways and I would think about Pascals Pensees and I would think more about what I was doing and what aim I wanted to be at.

My academic and career goals have changed drastically in the most beautiful way possible. I think before I was lost and stuck on not knowing what I wanted to do but after having my internship I think I have a better idea of what I want to do and

that is to be an artist and keep creating and meeting people.

During the internship I mostly loved working closely with other artists during the period where I would help them set up their exhibitions, conduct interviews, and have deep conversations about art and life, as well as working closely with my mentor. She taught me a lot about the art world and it helped me evolve as slowly as an artist but as a person and to become more established. My least favorite part was earlier in the internship when I thought I didn't have a voice but as time went on I realized that I do have a voice in the art world and in the things that we did at the gallery. I've learned that I just need to exercise that voice more often. I would like to duplicate working with artists more and with exhibition set up.

I believe the door is open for me to return to the Gallery in the future, whether that's part-time or full-time, doing events or working with artists, or just assisting the gallery wherever they need assistance.

Nathan Martin '24
Historic Annapolis Foundation
Annapolis, Maryland

Working with Historic Annapolis this summer has been an eye-opening experience to both the non-profit world as well as the museum discipline. As an education intern, I worked closely with the Education Department at Historic Annapolis developing social media outreach programs from scratch, budgeting and innovating educational programs, attending community outreach events, and learning to become a docent so that I may volunteer with Historic Annapolis. I plan to maintain a relationship with the organization due to the enticing and worthwhile mission that it hopes to achieve. In every task that I completed, I felt that I was benefitting the community of Annapolis and helping build this community into something stronger than it would have been without me.

At St. John's College, we are taught one key thing that I used to my full advantage in my internship: how to have a conversation with just about anyone. While attending All-Staff meetings and employee enrichment programs that leadership at Historic Annapolis planned, I was thrust into an environment with the executive staff and was able to have conversations with them about the organization and the work involved in it. I was given examples of not only the educational department, but also the preservation and advancement work involved in the mission of the organization. On my first day, a select number of employees from different departments were given a tour of the Brice House, which is currently undergoing restoration. On my last day, I got to scrape beeswax off a beekeeper's frame and witness the extraction of honey produced from the William Paca Gardens. This mobility and opportunity for adventure at Historic Annapolis inspired me. I attended weekly staff meetings with the Vice President of Education, the Curator, and other Educational Specialists where we worked together and solved issues that we were facing any given week. Each time they asked me if I had anything to share, and I did.

This, along with the non-corporate nature of these meetings, I learned would be something I'd like to see in different areas of my employment moving forward. This environment was anti-intimidation and really cared that all employees were heard and helped on any given day. The all-hands-on-deck nature of the organization allowed me to learn in a short amount of time that what I was doing mattered for the organization and would have a lasting impact.

To detail more of what my main project entailed, I read through different historical texts regarding Annapolis and compiled key dates that would be beneficial to share with the community in social media posts. Once my supervisor and I had vetted these different dates together, I drafted all components of the post and it was edited by my supervisor, the Vice President of Education, and then an Advancement Department employee would edit it and schedule the post. This process took multiple days, and we hoped that by doing this work that the process would



become more localized to the Education Department so that posting to social media in the future would be easier. However, the posts we were creating turned into a series of remembering Carr's Beach, which was a segregated beach and concert venue in Annapolis. We took concert posters and found the information we could about the given concert.

As my supervisor and I did this, we also worked closely developing a future educational program that is in the process of being prototyped at the Museum of Historic Annapolis, but the timeline for implementation outlasts my internship. Everyone at Historic Annapolis has stated that they hope I will be able to come back to the organization and still help where I can, and this has caused me to want to volunteer with them in the future. Every outreach event that I participated in, including parades, a naturalization ceremony, and even simply attending a community farmer's market, has caused me to really cherish the people that I have met at Historic Annapolis and the mission of the organization.

Isabel McDonald '23
Ayuda, Maryland Immigration Legal Program
Silver Spring, Maryland

Isabel, on the left, is pictured with her mentor.

Over the Summer of 2022, I was one of the legal interns at a nonprofit called Ayuda. Ayuda provides legal, social, and language services to help low-income immigrants across Washington, DC, Maryland, and Virginia. I interned with the immigration team at Ayuda's Silver Spring, Maryland office. At the beginning of the summer, I was able to train collectively and collaboratively with interns across all three offices.



The spirit of collaboration continued throughout my internship. I was able to sit in on the weekly case review meetings of both the Maryland office and the immigration team as a whole. These case reviews cover a wide range of subjects: pro-bono clinics, consults of immigrants being bused in from the southern border, victories in cases, and tough questions about ongoing cases.

The internship was hybrid, meaning that I was in the office 2-3 days a week and worked from home the other days. While I was in the office or working from home, I was able to complete a variety of tasks, not only for my supervising attorney, but also for other attorneys and staff members in the office.

My main focus this summer was working on preparing an asylum case that will go to trial next spring. Asylum applicants are people who are no longer safe living in their home country due to persecution. This could be due to their political beliefs, religion, race, sexual orientation, among many other reasons. The client whose case I worked on was fleeing persecution for identifying as gay in the country of Ghana. I worked on research, including researching country conditions in order to validate the client's claim of persecution and finding experts on the topic or region who could testify in court to support the client's claim. I was also able to observe meetings with clients. I was even able to answer questions for the client and lead an interview for a meeting to draft a client's declaration for court.

Outside of the asylum case, I assisted other attorneys by compiling Employment Authorization Document applications, Advanced Parole applications, researching and requesting background checks, and complying, scanning, and sending case files.

I have always wanted to be a lawyer, but I had never had the chance to see a lawyer's work firsthand. If not for the Hodson Trust, I would never have been able to afford this opportunity. It has enabled me to experience the real impact and change that these lawyers are making in people's lives. Experiences like these used to only be available to those who could afford to do them without pay, but since I was able to have this internship funded by a grant, I was able to learn and experience a new professional world, network, and prepare myself for life after graduation. I am grateful to both Ayuda and Hodson for giving me the opportunity to experience this.

Juana Melendez '22
Ki Smith Gallery
New York, New York



This summer I was an intern at Ki Smith Gallery, a contemporary art gallery in New York City that has been trying to build and maintain a small community of New York-based artists. Given that the organization was going through constant changes during June and July, I had the opportunity to help with many aspects of the gallery's inner workings.

My responsibilities included: being a gallery administration assistant, installing exhibitions, doing photography work, conducting research, social media management, editorial writing, and event planning.

My experience was, overall, a fruitful one. I learned a lot about how art galleries tend to manage themselves in New York and their function within the neighborhoods where they are located. I think I had a more romantic view on the affairs that surround the art world before I started this internship. These months have given me time to reconsider the way I look at art beyond the canvasses, at the dynamics that

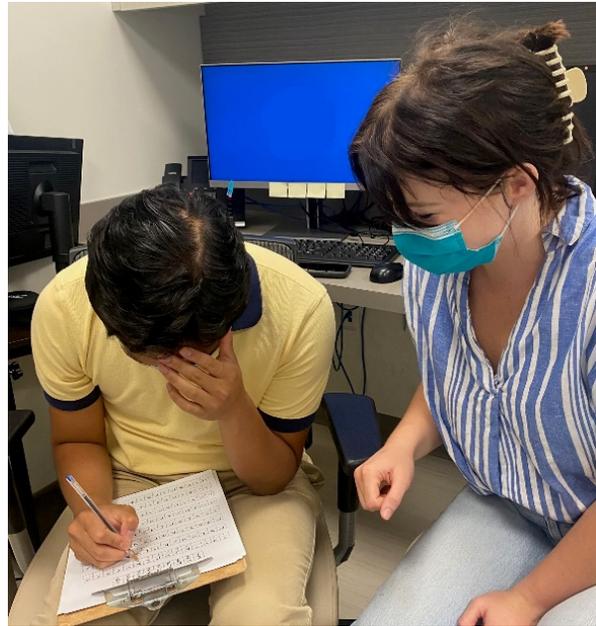
we create in relation to—and at times despite of—art itself.

I was very lucky to meet and talk with some talented people and my supervisor was very kind to me through the whole time I worked there. One of the things I liked the most about this internship was the 45-minute-long subway ride on the way to my internship site and the walk back. The train I used goes above Brooklyn for 20 minutes and the view is beautiful. However, if I had the opportunity of participating in a Hodson Internship again I would try to work for an organization that helps stranded whales. I am grateful to the Hodson Internship Program for giving me the resources to explore a part of what I thought to be what I want to do after St. John's.

Grace Miller '23
Medstar Georgetown University Hospital,
Department of Neurology
Washington, DC

Over the summer, I was a student working with Dr. Robert Shin. He is a neurologist with a specialty in neuroimmunology and multiple sclerosis (MS) at the Barlow Building Clinic in Chevy Chase, MD. Some of my responsibilities included:

1. Single Digit Modality Test (SDMT)—test the cognitive and motor speed functions of people with MS. Every time a patient comes in, the test is administered to have a generalized date that can be tracked.
2. Patient Determined Disease Steps, (PDDS)—a survey filled out by the patient to address how they believe their MS is progressing.
3. Positivity groups—conducted by social service worker Ms. Kim Foster, in which I would arrive on Tuesday mornings to hear patients talk about their experiences with MS.
4. Patient history—when a patient was assigned to a room, my colleagues and I would be the first to see the patient and gather their medical history; this information would then be given to Dr. Shin.
5. 25-foot walk—like the SDMT, this test is used by Dr. Shin as an indicator of a patient's health during each visit. I would ask the patient to walk briskly with me for a set distance, and time them to see how their walking speed compared with their last visit.
6. Administration meetings—on Thursday mornings, the MS team would get together and discuss what each staff member wanted to add to the clinic, or problems among the team and how best to resolve them.
7. Radiology meetings—after the administration meetings, there would occasionally be additional radiology meetings. The meeting would consist of several doctors getting together to analyze x-ray scans, and coming up with a most-likely diagnosis. These were my favorite meetings because it was a great opportunity to learn about how conditions can manifest differently within individual brains.
8. Working with a medical student, Leanne, on a project to ensure that people of Hispanic descent are being properly represented in medical records.



After my experience with Dr. Shin, my goals have distinctly changed; I would now like to become a neurologist, just like him. The work environment was very fast-paced, which I greatly enjoyed, but everyone was willing to take a moment and explain the medicine when I did not understand. Dr. Shin was a particularly great mentor, and was always appreciative of my questions or inputs. His fellows, particularly Dr. Brayo and Dr. Luis, would show me bits of medical information, and explain to me what Dr. Shin was looking for; thanks to them, I understood what was going on whenever I joined them in a patient's room. Also, since I have a service dog, it is always anxiety-inducing to think of how my dog and I will be treated when starting a new job or school. Fortunately, Dr. Shin and his team accepted me and my service dog, Laurie, with welcoming arms; for some in the clinic, meeting Laurie actually became their favorite part of the day! If Dr. Shin has an opening at his clinic next year, I would love to continue taking part in his fascinating field of work.

Madelyn Minor '24
Cornell University, Department of Human Development
Experience and Cognition Lab
Ithaca, New York



After a calming commute through nature trails and across a gorge-ous bridge, I arrived for my first day at the lab and was immediately informed of the replication crisis (then we had a pizza party!). Psychologists all around the world are realizing that old data with its questionable methods of acquisition isn't holding up when the experiment is replicated. One way of taking up arms against said crisis is to conduct literature reviews, and that's exactly what Dr. Casasanto, the pizza party thrower, entrusted a grad student and I with for the summer.

The lit review surveyed papers that might replicate the main study of a certain article of Dr. Casasanto's, *Time in the Mind* (2008), with results showing that spatial information may influence our temporal estimations more than the reverse. This suggests an asymmetry in our conceptions of space and time. We ended up searching more than a thousand publications for experimental data to include in the lit review, culminating in a database of 1282 entries, 1265 of which would prove incompatible. 1282 papers digitally stacked before us, each with its own unique nomenclature, analytic philosophy, and page after page of statistical jargon—and I didn't even know what a P-value was!

But Freshman Greek tutorials taught me how to keep calm and stare down the confusing. If nothing else, I knew how to pronounce Spearman's ρ . My fellow lab members were ridiculously helpful, and set me up with all the digital artifacts of a stats course taught by one of the department's professors. I found that with these references on hand, people to talk the tough bits over with, and patience, the papers could be broken down just like Sophocles' grammar. "Data science bootcamp," which never ceased throughout the whole summer, included IRB training, tutorials for R, R markdown, and GitHub, courses in Python and C, neuroscience intros, books on scientific method and ethics, many miscellaneous papers and chapters on literature review theory, about a hundred stats blogs, as well as lab reading groups in linear algebra and phenomenology. Of course, the more important learning came from my fellow lab members—lessons in work ethic, motivation management, scientific etiquette, and workplace camaraderie. They made the experience so much more enjoyable and special than it would have been alone.

While most of my work days were spent making war on stats, knee-deep in replication crisis, there were plenty of group activities I got to do too—like participate in reading groups and lab meetings. My favorite was when we gathered over lunch to listen to lab members practice their various talks to be given at conferences in Italy and Chicago. The process of refining one of these with a big group was fascinating and very enjoyable!

The Experience and Cognition lab was a wonderful place to work, and I feel absurdly lucky that I got to spend all summer there, in beautiful Ithaca (the best place to take a lunch break). Great place, great lab, great people, with a definite spirit of learning. Waterfalls and scribbled-over whiteboards were plentiful. Every time I asked for material to read up on an unfamiliar concept, I was recommended at least five papers, three books, and an online course. Tasks I hadn't the requisite knowledge for were never condemned as dead ends; instead, I was given the resources to push through. If you're interested in cognitive psychology, research, phenomenology, or working in a lab, I *highly recommend* this one!

I gained valuable career insight this summer. I'm not sure pure research is all I want from a career, though I'd certainly enjoy it as a side dish—I need something more hands-on. What I want to do most is help people, and while research definitely helps people, I've realized I'd rather work with individuals than abstract populations. My lab mates (Johnnie alumni as well as former Hodson scholars!) helped put me in touch with other Johnnie alumni they know who work in areas I'm interested in, including addiction counseling, asylum advocacy law, and social work, and I have a couple leads for next summer as a result. Wherever I end up, I'll certainly keep using the workplace skills and research experience I gained here. I'm so thankful to the Hodson committee for letting me have this wonderful experience!

Monica Molina '22
Calloway Fine Art & Consulting
Washington, DC



This summer I had the opportunity to intern at Calloway Fine Art & Consulting located in the heart of Georgetown, Washington DC. Calloway is a commercial gallery with a total of six employees (seven including myself). Similar to my internship last year, working at a smaller gallery allowed me to take on more responsibility and I felt that my work and tasks contributed in a significant way to the day to day gallery operations. My internship was centered greatly around organizing inventory and keeping the gallery's website up to date regarding sales, new pieces, and special events. This was best illustrated by my

work on the "Annex Sale." This sale was a means to clear out some of the gallery's overstock and I was in charge of the project. This meant photographing, listing, organizing, and marketing the art that was being displayed and sold as part of the "Annex Sale". I gained a greater understanding regarding the sales and monetary aspect of the gallery world and this was a distinct difference from my internship last year.

My time at St. John's has allowed me to navigate conversations, discuss a plethora of subjects with clients and co-workers alike, and most importantly my time as a Johnnie has given me the confidence to trust in my ability to teach myself and also learn from others through experience and conversation. That being said, and having recently graduated, I do greatly miss the identity and structure that comes with being a student. However, I am looking forward to spending some time in the career field before pursuing my masters.

I feel a great sense of certainty in my chosen field (arts law/art administration) and my time here at Calloway has only made that sentiment grow stronger. I enjoy learning from this field and those that are in it. This comes from being surrounded by wonderful co-workers here at the gallery. I made great friends with my supervisor and the other intern. My supervisor has been incredibly encouraging and a wonderful mentor during this internship—she pushes me to do better and teaches me ways to do so within this field. Additionally, (and this was true last year as well) the gallery is run (and owned) by women, and this made the environment all the more welcoming and a place where I wanted to be working. I enjoyed the way in which I knew that each day I would be assigned different tasks, but did not feel overwhelmed by this, rather I thought it contributed to my work experience. I was able to get familiar with the gallery, its artists, its art, and its operations.

Working at a commercial gallery, specifically one located in such a walkable area, allowed me to get more comfortable with meeting and conversing with clients and curating pieces that I was confident they would like. My only complaint would be that at times the gallery felt particularly slow and I would find myself a little bored but never enough to truly complain. I am happy to be staying on board as a part-time employee at the gallery once my Hodson internship is completed. I greatly enjoy working here and I think I have the opportunity to grow to be more than a part-time employee moving forward.

Tom Ni '23
Office of Congressman Steny Hoyer
White Plains, Maryland

This summer, I interned at U.S. Congressman Steny Hoyer's office. Congressman Hoyer represents Maryland's 5th congressional district and serves as the House Majority Leader in the U.S. Congress. As a district office intern, my primary responsibility is answering phone calls and directing constituents to the appropriate resources.

I have been interning with the district office remotely for over a year due to COVID. The district offices continued to operate remotely due to other circumstances. However, I was able to work with my supervisor Jada Ward and designed a hybrid schedule that allowed me to intern in person at the Capitol Office. Working in Washington, D.C. was a valuable experience. During COVID, I collaborated with many staffers from the Capitol Office through email. I was finally able to put faces behind names and build a more personal relationship with them. The work of the Capitol Office was more legislative-focused. I had to research and draft response letters to answer the constituents' legislative concerns. I synthesized a tremendous amount of new information through multiple forms of media every day, which St. John's rigorous reading program had adequately prepared me for.



Working in the Longworth Office helped me better understand some of the processes of constituent work. When a constituent ordered a flag to be flown over the Capitol through a district office, I purchased the flag from the supply office, had the request approved, and personally delivered it to the flag office. I discovered for the first time that there is a magical machine called the Autopen and learned how to operate it. Understanding the behind-the-scenes work allowed me to answer constituent concerns with more confidence. In the early summer, there was an influx of expedited passport application requests. Previously, I could only help direct them to fill out the request. Many had emergencies and called back every day. I could not provide any comfort or updates besides "we are working on it." After seeing how the passport request is being processed through the various offices in the Capitol building complex, I was able to walk the constituents through the necessary stages and the timeline for their request and help them understand that their representative takes every constituent request seriously with care.

The work of a district office is very challenging. Constituent calls are not always friendly; one must be patient and respectful. Some work might seem mundane, but it is essential to our democratic system. All constituent voices must be heard. It is a very rewarding and humbling experience. I once received a call this summer from an elder who uses captioned-call. I had to recall my knowledge in phonetic alphabets and slowly spell out words for her. It shows that anything you learned, no matter how useless it might seem, could one day help you help others. My internship further solidifies my understanding of the importance of service to others, and I believe it is an essential component I will be looking for in my future career.

Isabel Olavides '25
Office of the Public Defender
Parental Defense Division
Baltimore, Maryland



My internship at the Maryland Office of the Public Defender, Parental Defense Division was illuminating. The communication and multitasking skills, as well as meeting deadlines for deliverables occurred in a completely different way than in college, but I was still able to use the skills I've developed at St John's. I appreciated the people I worked with and the skills I learned that are required for success in a workplace.

The activities and responsibilities at this internship included reviewing court documentation and attending shelter hearings to determine if a child would continue to reside with his/her parents and/or caregivers. I also attended staff meetings with everyone in the office and attended informative training and "brown

bag" lunch sessions. It was also my responsibility to respond to any research needs that came up for clients in order to get them the support they required.

I was surprised by how well the work I've completed at St. John's College helped prepare me for carrying out the tasks of this internship. Through asking precise, analytical questions and engaging people from all different backgrounds, I realized how easily those skills transferred from the classroom to the workplace. Additionally, being able to analyze difficult texts, translating Greek, and writing papers prepared me for reading through court documentation and other resources efficiently, enabling me to quickly consolidate that information into short reports.

As a result of this internship, my career goals have changed. I have a much clearer picture of the demands of working in the field of law and specifically a public defender's role as well as the supportive roles. I enjoyed the work environment and found everyone I worked with to be very informative professionals who I look up to very much. I also enjoyed being in very close contact with the clients and I would like to continue helping people in this way. I experienced moments where improvements in the processes could be made. For example, during a court session, a lawyer attended without being prepared for cross examination, which caused delays to our case and a need to rebook the court date. Despite infrequent setbacks like that, I really enjoyed working at the Public Defender's Office and would consider this a viable place for employment after graduating.

Lysithia Page '23
Touchstones Discussion Project
Stevensville, Maryland

Hosted by alumna Stef Takacs (A89)

My experience as an intern at Touchstones this summer was rich and fulfilling. I tried my hand at a variety of new projects: volunteering multiple times in a classroom setting at the Maryland Correctional Institution for Women (MCI-W), doing research on early childhood psychological development and literacy acquisition for curriculum aimed at 2nd graders, learning graphic design skills and becoming acquainted with platforms such as Canva and Buffer to contribute to Touchstones' social media outreach. Additionally, without any prior experience in event-planning, I organized the annual summer staff-outing. We took a lovely trip to St. Michael's, where we visited the Chesapeake Maritime Museum and held a pot-luck.



One great benefit of this internship was that I had the opportunity to become familiar with the procedures and norms of working in an office setting, which was quite an adjustment from my academic life at St. John's. Though my workload as a student is demanding, the 40-hour work week requires a different sort of rigor. I had to develop the time management skills and flexibility to shuttle between multiple tasks every day and complete them in a timely manner. Above all, I can say with confidence that after having interned at Touchstones, I am more self-aware.

Coming into this internship as a Johnnie meant that I was already acquainted with discussion-based learning, though the purpose of a Touchstones discussion is vastly different from that of St. John's. Here's the spiel I have shared with my peers who have asked me to expound upon the subject: At St. John's, we read and discuss to understand the ideas and artistry of the texts, in order that they might enrich and reveal meaning in our lives. At Touchstones, we read and discuss in order to understand ourselves and each other, and the text is only present as a starting point in that process. The end of a Touchstones discussion is not abstract truth that transcends the discussion, it *is* the discussion. For that reason, personal anecdotes are contributions to the discussion that are just as valid as references to the text.

Through my participation in a number of Touchstones discussions, as well as leading one on campus and one when Rich Goodman visited the office, I'm more sensitive to the delicate balance of voices that a good discussion requires. How do you welcome quieter people into the space? How do you encourage the giddier participants to listen to their peers? These are issues that are central to every classroom dynamic at St. John's. I feel that I'm well-equipped to engage in my classes this year not just intellectually but also as a citizen in a body of thinkers.

The team at Touchstones was extremely welcoming and generally fantastic. There were many times in which the learning curve proved difficult for me, but their feedback was always patient and supportive. My mentor, Stef Takacs (A89), who is the Executive Director, really modeled good leadership for me. She empowered me to take risks and try new things and was always very

responsive to my questions, even when they were somewhat pedantic. My co-workers, including senior Samantha Duckworth, were also instrumental—walking me through technological processes (always an opportunity for growth, with me) and encouraging me to take on new responsibilities.

My career goals have indeed changed over the course of my internship. For part of the research I did on early childhood pedagogy, I read several essays by Maria Montessori. After having been a Greek assistant this past year, I was already considering teaching as a possible career path after St. John's. But reading these essays was an especially powerful experience for me. Montessori writes, for instance, the following:

“[A child] is a traveler through life, who observes the new things among which he journeys, and who tries to understand the unknown tongue spoken by those around him. Indeed, he makes a great and voluntary effort to understand and to imitate. The instruction given to little children should be so directed as to lessen this expenditure of poorly directed effort, converting it instead into the enjoyment of conquest made easy and infinitely broadened. **We are the guides of these travelers just entering the great world of thought...**It is our privilege to lead him to observe the most important and the most beautiful things of life in such a way that he does not lose energy and time in useless things, but shall find pleasure and satisfaction throughout his pilgrimage.”

Isn't that just spectacular? For now, at least, I feel called toward Montessori schooling. I am currently researching assistant positions at Montessori schools in the Bay Area, which offer simultaneous accreditation programs and on-the-ground work experience with children.

Stef has generously offered me the opportunity to stay with Touchstones during the school year, primarily continuing my work with Touchstones' social media outreach and the curriculum volume for young learners. I have accepted the offer and am expecting that my involvement with Touchstones will provide me with many more learning opportunities, both professionally and holistically. I highly recommend this internship to Johnnies who are interested in education, the inner-workings of nonprofits, and professional development.

Dion Adora Mihaela Paun '25
Hertog Foundation
Washington, DC (remote)

I think my internship experience gave me a good insight into the job responsibilities that lay behind the program manager position in an educational institution as my activities were closely related to those of my mentor.

There were three main components in the tasks that I was assigned. I would call the first one administrative, because it regards an overall viewing of a certain kind of project. For example, there were some course or job opportunities guides that needed to be put together, both information- and structure-wise. After discussing with my mentor the approach to such a task, I would start working on them according to our agreed mode. Then, there was the organizational component—which, although it might be less exciting as the other things I was doing—was an essential part for the education programs that the Hertog Foundation offers. This included reviews of already existing documents and databases, either for the foundation itself, or regarding career opportunities for the network of alumni.

I saved the most exciting component for the end! One of the things that I liked most was the creative, educational in some sense, part of some of the projects I was doing. There were instances where I had to create or complete a course packet for some of their political philosophy summer classes. This task implied that I did some research on the respective topic, so that I was able to make a timeline for the relevant events, to put together a collection of maps and any additional secondary materials for the class. I was entirely responsible for the design of this task, and also for the things I was choosing to include in it.

I think that my education at St. John's prepared me indirectly for this internship. The majority of my job responsibilities ultimately required my judgement about how to complete a certain task, which requires good critical and comprehensive understanding—both of which I trained mostly through the rigor of reading great books. Aside from this, I don't see any other correlation between our study program and the technicalities of the internship. Nonetheless, practical knowledge is posterior to a theoretical one—in the sense that learning how to fulfil the particular requirements of my position was easy after having the theoretical skill of how to understand something (nearly) fully.

Although it was rather an unfortunate aspect of my internship experience, I am glad that it happened so, since now I know how important human interaction is for me. Namely, I felt that I missed the social component from the things I was doing. I think this was also accentuated by the fact that I worked remotely—the work environment would have influenced this in a positive way if I had been working on site. Aside from this social component, my career goals have not changed, I am still interested in pursuing something that implies education.

I think I would like that my future employment would have what I called the creative component. Namely, that my tasks, after having been discussed with my supervisor, would still be ultimately dependent on my judgement. The interpersonal relations in that workplace were nice, although it would have obviously have been better if I were there in person.

As a last note, I find my internship experience a valuable insight into the activities that happen in an educational institution, both from a managerial/creative perspective, and from an administrative one. I find it possible that I may work in a similar position for this foundation in the future.



William Payne '22
Kidd Restoration Studios
Baltimore, Maryland

Hosted by alumnus David Kidd (A85)



All human work, given the choice, vies for permanency. It is entropy's universal guarantee that causes us to retrace our hand's past paths: "Things fall apart". This guarantee seldom left my mind as I worked through my apprenticeship at Kidd Restoration Studios this summer with David Kidd (A85). Although I've done archival work in the past, this was my first experience with the conservation process directly. It is jarring to see what goes into the maintenance of a piece of fine art. Power tools and unpronounceable chemicals, egg whites and human saliva—I expected these things to steer clear of our masterpieces, yet they all found a place in the process.

Half of my surprise came from the reverence I held for these pieces. I imagined that the conservator came around once a day with a medical-grade can of compressed air, gave the work a once over, and then went on his

merry way, two keys being turned in tandem to hermetically seal the vault behind him. In reality, fine things fall apart, too. I worked on many such a thing as I explored the craft this summer: A Madonna and Child from the 1700s which had been less-than-lovingly cleaned with hand sanitizer, a township chapel which had fallen into disrepair as the many weddings, services, and funerals held within became memories and eventually just stories, and a rococo mirror that held a stunning layer of 24k gold just under a century's worth of attic dust. As I cleaned these things and many more, they told me of their travels. And, yes, although I'd like to hold on to my fantasy of the leave-no-trace conservator, the majority of my responsibilities involved taking the thing off of the wall and cleaning it.

This involved a dash of every medium thinkable. I needed to brush up on my organic chemistry to employ the correct solvent for the paint & varnish type. I learned the basics of metalwork in order to gild an object's ornamentation. I employed my carpentry knowledge to save old frames and design new ones. I also found myself down many historical rabbit holes, trying to pin down the exact adhesive used in the D.C. writing room in the 1960s when creating their comic storyboards or something of the like. My St. John's education helped me out greatly with this multi-discipline juggle, but the risk and reward of this inquiry was tangible in conservation in a way that cannot be captured in the classroom. If I overplay my hand, under-research my subject, or take too much artistic liberty in conserving a work, I risk altering a piece of history and throwing away the work of countless stewards that came before me. If I err too heavily on the side of caution, however, and absolutely refuse to undertake anything invasive, the results are often underwhelming. While underwhelming results may be fine for academic conservation, in private practice, your clients want to look clearly into the eyes of a beloved family member once

again, and no amount of chemical analysis will satisfy the gap between a job of pure conservation and a job of pure restoration.

Although this field requires many years of experience and education in nearly every discipline imaginable, when it comes to the piece in front of you, you are, for the most part, at your client's behest. Yes, you can use the finest gold leaf from hillside Italian metalworks, but only if your client opts for it. This is an unfortunate truth of private conservation practice—many of these masterpieces are white elephants now, no matter how many hundreds of man-hours they contain. If you employed the highest grade of conservation work on every piece, the materials alone would sometimes exceed the value of the piece, regardless of the labor costs. This may sound disappointing, but it's where half the fun comes from—tracking down equivalent chemicals, materials, methods, and more to treat your piece the best with what you're given.

My time with this practice has made me curious about how conservation work differs in an institutional setting. Because of my wonderful experience this summer, I've decided to pursue a master's degree in conservation to continue my exploration of this noble and inevitable craft. I'll continue to work with Kidd Studios in the future, and I'd love to work with them full time once I've completed my discipline.



Theodora Reiter '25
Boston University, Social Learning Laboratory
Boston, Massachusetts



I spent the summer working at Boston University's Social Learning Laboratory (SLL) at the Wheelock College of Education and Human Development. I was a research assistant on the Developing Belief Network (DBN) team, where they are looking at the development and diversity of religious cognition and behavior in children worldwide: from the Massachusetts area to South Africa and beyond. My responsibilities largely concerned data collection—conducting interviews with participants of the study—data management and outreach. I also was able to contribute to thinking about the analysis: what do we hope to gain from this data? What questions can we answer? What *new* questions and challenges have revealed themselves about the human mind and its conception of divinity, morality and culture?

This internship provided me with an environment which allowed me to explore intangible concepts—divine or otherwise. More importantly, I was able to explore the perception we as human beings have of these things—things we cannot see or perceive but somehow experience or interact with in some way—through the minds of very young children. I have found that the child's perspective is often overlooked by us non-children as too simplistic or silly, but there is something in the simplicity of a child's grappling with and development of a new thought about what is real or not real, or what is good and bad, that holds a truth. This truth seems to get lost the more we learn and grow up; the conversation becomes scary and daunting; things get complicated. I was not raised with a foundation of religious teachings and traditions, and so felt quite fish-out-of-water-like in anticipation of the sophomore seminar at St. John's College. This internship could not have been better-timed. It has enabled me to approach the Old Testament readings with the carefree curiosity of a younger version of myself. I learned an insurmountable amount from the children I interviewed. The development of the human mind is remarkable—particularly with regard to our development of the conceptions we have of the world around us: what we can see, and what we cannot. How those systems of thought come-into-being and change throughout our lives is of endless fascination to me: it has me feeling rather perplexed and numb about all that I know about anything.

I plan on continuing to virtually work for the SLL at Boston University throughout the fall semester of this year—with a newfound appreciation for the study of children and the development of the mind. I have also discovered a profound desire to—in whatever I end up doing—be with people. To go and speak to people; live with and interact with human beings. I feel endowed with this sense of purpose: I *must* work with people and develop connections with people. It seems I have found a sort-of-calling impossible to ignore.

Elsa Risgin '22
Maryland State Archives
Annapolis, Maryland

During my weeks interning at the Maryland State Archives, I had the pleasure of working with the Digital Imaging Department on a variety of different projects. I have gotten insider knowledge of how much work and how many steps go into making records available to the public, as well as gained a greater appreciation for the people working behind the scenes. The ultimate goal of preserving historical materials is so that they can be accessible to the general public, and this is a more complicated task than one might assume. Digitizing physical material is vital not just in case of a second Library of Alexandria catastrophe, but also for the ease and convenience of accessing a state's past. This ongoing priority aligns with the relatively new St. John's College History Task Force initiative, which I was honored to be part of from January 2021 until my graduation.



Though my experience at the Archives got off to somewhat of a rocky start, the team managed to supply their interns with plenty of work to do. I, and a partner, had been initially scheduled to go through the large collection of microfilm, inspecting the condition of each reel and cataloging their contents as we went. We were aware that there was going to be some amount of damage from vinegar syndrome, which occurs when impurities left on the reel after production break down the material over time. But the overwhelming number of damaged reels meant our project quickly got moved outside to provide ventilation from the fumes, then to a separate warehouse for our safety. While my ability to work with the physical reels had been dissolved, I was still able to stay involved with the project through image post-processing. Each scanned image needed some level of re-cropping and editing to make as much of the text visible as possible. The St. John's education honed my ability to adapt to changing environments and to independently problem-solve in any scenario, so I was able to switch between projects easily and learn quickly without needing much handholding. The main issue with the summer was that early on, many of the intern managers did not alter their hybrid schedules, so when they were working from home, many of us didn't know how best to contact them or who to go to with everyday questions. We raised this issue and hopefully it'll be resolved by next summer, since this is the first year back in-person since the pandemic and there were bound to be some hiccups.

The other projects I was assigned to were marriage record and town minute bulk scanning, file cataloging and cross-checking, and a few patron scan requests. These were all straightforward and I was pleasantly surprised how quickly I could get into a rhythm while scanning, allowing me to get through more material than anticipated. I've learned how to use several new computer programs as well as how the different cataloging methods work. My last projects of the summer

involved assisting the Special Collections Department in cataloging a large collection of postcards into a spreadsheet, and beginning the intake process of an even larger collection of photographs, research notes, and multi-media visuals to be fully archived in the future. My time in the CHTF greatly aided my transition into the Archives, since it had allowed me to become familiar with scanning, image editing, and spreadsheet cataloging, as well as the importance of making history more transparent. I would recommend the Maryland State Archives internship to any Johnnie with even the slightest interest in history. I appreciated how all the Archive staff shared my passion for history and loved to talk about their own projects.

Though I have discovered that I lean more toward the cataloging and preparing of physical documents than to digital ones, it has definitely not put me off pursuing a career in archiving, and my fingers are crossed that they're able to hire me soon. From this summer, I have gained a better understanding of how all the pieces of the MSA fit together, and an appreciation for every little step along the way. Through St. John's, I was able to indulge and explore my passion for history through immersion in texts, and through the Archives, I got to exercise that passion for the greater good.

Jake Rowley '23
Maryland Office of the Public Defender
Parental Defense Division
Baltimore, Maryland

During the summer of 2022 I was fortunate enough to be awarded a Hodson stipend in order to pursue an unpaid internship opportunity with the Maryland Office of the Public Defender in their Baltimore Parental Defense Division. I had interned with them for several months prior to the start of the summer, and decided to continue working with them during the summer months. Due to COVID protocols, the internship was conducted primarily online. Though this format afforded me a great deal of flexibility (and was the key ingredient in making the internship possible, as I had no car and no way of commuting to Baltimore), there were considerable downsides. Unsurprisingly, virtual internships hinder the formation of workplace acquaintances and friendships. I was rarely in contact with my fellow interns, and almost never in contact with any of the attorneys with whom I did not work directly. The isolation was difficult and made self-motivation a challenge.



The difficulties of the virtual format notwithstanding, the work that I was able to take part in was unquestionably valuable. The Parental Defense Division provides legal and social services to families and parents who have found themselves caught up in the Child Protective Services (CPS) system. With one allegation of neglect or abuse, a family can wind up navigating the fraught waters of this bureaucratic system for years. Though child abuse and neglect are serious, horrifying, and must to be addressed, the unfortunate reality is that the majority of children and families we work with experience greater trauma in the system than they ever did previously. This, combined with the tendency to confuse poverty for neglect, contributes to a severely compromised and broken system—a brokenness which was laid out in vivid terms in many of the lunchtime brown-bag lecture sessions which were offered weekly throughout the summer. The separation of families, the suffering of children and parents, and the often ineffectual and dawdling pace of the system was heartbreaking; the chance to see parents gain visitation rights and families reunite, on the other hand, was truly rewarding.

I contributed to the team by briefing precedent cases and rulings for the attorneys to make referential use of in their cases, reading through labyrinthine and voluminous medical records, interviewing parents and witnesses in preparation for their testimony in court, sitting in on hearings and trials, and coordinating support services for clients. Some of this work was engrossing—the chance to explore the legal theory which underpins the various policies and rulings governing this area of law fascinated and intrigued me. Some of the work verged on the tedious—combing through thousand-page medical documents for a single piece of information is not an ideal way to spend a day. No matter what the work was, however, I applied myself with

eagerness and determination. I was flattered and affirmed in my efforts when I received an offer to join the office in a paid paralegal role in addition to my work as an intern. I was unable to accept the position, as it required frequent commuting of which I was incapable and it likely violated the terms of my Hodson stipend.

My time at the public defender has certainly informed my own views of what my near future holds. Prior to this internship I had been strongly considering taking the LSAT and applying to law school. Now, however, as I consider my time spent in this corner of the legal field, I am not quite so sure. There are certainly elements of the legal profession which strongly appeal to me. The critical thinking, strategizing, and extemporaneous debating and reasoning skills required, thrill and fascinate me. The realities, however, of working as a trial attorney day in and day out, have given me pause. To work as a practicing attorney, at least from what I saw in this office, means to have a very thorough knowledge of a fairly limited slice of legal theory. The rulings, ordinances, and procedures pertaining to the field of law in which you work are known back and front, but the variety of the cases worked is not significant. Though certain areas of the legal world may hold the intellectual challenge and variety which I crave, this does not seem to be one of them. This, combined with the candid advice offered to me by my boss, Hailey Lichterman, that I ought not to go to law school if I am not convinced that I want to become a practicing attorney directly thereafter, leads me to consider other options for my post-undergraduate academic and professional career—options I look forward to exploring in the year to come.

Kabita Sen '23

Tomorrow's Women

Santa Fe, Israel & Palestine (remote)

This summer, I interned remotely for a women-run non-profit in Santa Fe called Tomorrow's Women (TW). My internship with TW primarily focused on assisting my mentor in all areas of TW's international peace-building camp, GazaGirls Oral Storytelling Campaign, administrative tasks for fundraising in a Salesforce database, and completion of an independent project. I invested the first half of my internship in fundraising, research, and outreach for the international peace-building camp. Each summer, TW brings Israeli and Palestinian teenage women to a peace camp just outside of Santa Fe, New Mexico. These women engage in dialogue and creative and therapeutic art projects for three weeks. The focus on team-building and social activities helps the young women—who arrive as perceived enemies—reach across the divide created by the Israeli-Palestinian conflict. They then head home with changed perspectives and ignited ambitions for peace. Although I was unable to attend this camp in person and meet the campers, my mentor offered me opportunities to participate virtually.



One of my first responsibilities was to assist my mentor with camp fundraising and outreach. This task included contacting 80 Santa Fe restaurants, charities, arts and crafts stores, grocery stores, and credit unions via email, phone, and mail requesting food, money, and arts and crafts donations. A typical day as a fundraiser would consist of calling the businesses directly, introducing TW's work, asking if they would like to donate to our camp, and submitting online donation requests. Given that some people are often averse to receiving donation requests, this task was challenging, but my prior work in the fundraising office at St. John's was helpful when speaking with potential donors over the phone or via email. I was able to meet my goal of committing some of the major businesses to donate food and arts and crafts supplies to our campers. Additionally, my mentor mentioned that because COVID-19 had suspended all in-person camp activities for two years, TW had lost contact with most of its previous donors. Therefore, one of my top priorities was to reintroduce TW's work to all of its previous donors and learn how the donor's new donation model operates. I found that some organizations that had previously donated by phone or in-person had switched to only accepting requests through online portals. To ensure that anyone working on the donation campaign in the future would have easy access to this information, I documented it in TW's database. I felt that this donation campaign was a step toward learning more about the practical skills of effective fundraising techniques, such as active listening, empathy, emotional intelligence, and other other-focused skills critical to connecting with donors and understanding their motivations.

Recently, in one of the icebreaker questions of my Resident Advisor (RA) training, one of my fellow trainees asked me, "What made you happy this summer?" I immediately thought of Khushi. (name changed for confidentiality purposes and the literal meaning of the name Khushi is "happiness") Khushi, a 28-year-old peacemaker from Palestine, was part of TW's GazaGirls Oral Storytelling Project, which was created in 2019 to connect young women living in Gaza with

the outside world, overcoming the limitations of travel and opportunity they face every day. Palestinian women, including Palestinians living in Gaza, the West Bank, and Arabs from 48, between the ages of 18-27, who are passionate about social change and peacemaking and who are interested in connecting with their peers to make a positive impact in their communities and the world participate in this program. This year my mentor designed the GazaGirls Oral Storytelling Project, where eight teenage women from New Mexico and I connected with our Palestinian peers to publish their stories in Orion Magazine's "The Place Where You Live," a digital storytelling project that provides a forum to share personal experiences about place, identity, and home. For four weeks, I met with Khushi for three hours on Wednesdays and Fridays to assist her in writing and editing her story. We would talk about her early life growing up during the Israel-Palestine conflict, memories and aftermath of the war in her life, the events that led her to her current location, her hopes and concerns for herself and her city, and the things she misses most about her hometown of Ramallah, which was destroyed during the Second Intifada. As I write this report, I'm afraid I won't be able to fully express the impact Khushi's beautiful friendship has had on my understanding of my own self, my home, war, and citizenship. Having grown up amid a civil war, I found a friend in Khushi to discuss how war changed/changes the once familiar place we called/call home.

During my sophomore year, I took a course in International Journalism through the St. John's Pathways Program. Much of my study was dedicated to learning the tools of reporting war stories and engaging with people affected by war. My tutor Mr. Sibii would always emphasize that my work as a journalist was to spend weeks on the front lines documenting the complex realities of war as real people experience them and not to become famous by writing clever tweets about war or treating people affected by war as mere breaking news. Although I have yet to put Mr. Sibii's advice into practice, whenever I talked with Khushi, I felt Mr. Sibii telling me in the back of my head how important it is to highlight stories like Khushi's and avoid treating her like a mere piece of breaking news. My mentor was also extremely helpful in providing me with resources on how to interact, engage, and be respectful to a person affected by war and how I can be of assistance (such as engaging in compassionate, non-judgmental, and active listening with Khushi.) Khushi's story has been submitted for publication, and I am eagerly waiting for the world to read it.

Inspired by my conversations with Khushi, I decided that my independent project would be to research and compile youth-based storytelling initiatives similar to GazaGirls Storytelling Project. I identified ten such initiatives run by national and international non-profit organizations like UNICEF, the United Nations, Global Peace Alliance, and Peace Magazine. These initiatives provide a welcoming global cyberspace for people like Khushi and other Gaza Girls participating in TW's programs to explore, discuss, and partner on human rights and social change issues and build their awareness, leadership, community, and critical thinking skills.

Even though I was fully remote, the domestic and international staff at Tomorrow's Women were very welcoming. I was always invited to important meetings and asked for my input on projects. My mentor checked in with me at the end of each week, and we talked about what I had learned and wanted to learn as I progressed. She also advised me on how I might want to approach my graduate school applications and career planning after St. John's. I would highly recommend this internship to any Johnnie who, like me, wants to explore international development, international relations, human rights, and non-profit management.

Sarah Thyer '25
Ohio House of Representatives, Office of Rep. Tavia Galonski
Columbus, Ohio

I interned in the Ohio House of Representatives for Representative Tavia Galonski. At my internship, I conducted research for various bills that were either possibly going to be proposed by my representative, or those that were in her committee that she had upcoming meetings on. I also conducted research for various press releases and other relevant state, local, and national information. I answered phone calls and emails from constituents, and helped direct them to the appropriate agencies when necessary. I read the Akron Beacon Journal to find individuals or groups that had done something for their community or been given an award so that we could send them a commendation, and I looked through the obituaries to find people actively involved in their communities so that we could send condolences to their families. Overall, I worked closely with the Legislative Aide for Rep. Galonski.

My work at St. John's College did not really prepare me for this internship, just because it wasn't actually all that necessary to think deeply at my internship. The writing was very formulaic, and the rest of it was just basic research skills that I've had since middle school.

This internship made me inclined to think that I definitely do not want to go into politics, even as an elected representative. Everything was very combative, and no one was willing to compromise. Even working on the democratic floor, it was filled with hatred and apathy. They had no hope that they would be able to actually change anything, and what they wanted to change wasn't centered around people, it was centered around ideals, and those ideals had no philosophical or ethical basis. The republicans were even worse, because not only were they irrational and heartless, but their actions were so incredibly immoral. The whole system was corrupt, and I know that if I went in with good intentions, I would quickly become discouraged and depressed because no one else really seemed to care. No one listened to each other, and everyone just blamed everyone else for everything wrong in our state. I also did not like working at a desk and not being involved in intellectually stimulating conversation or working directly with people. I did like chatting with the people that worked around me and being downtown, but it was all very surface level.

I would not like to duplicate any of these elements in future employment. I am not even sure I want to become a lawyer anymore, because politics felt so devoid of beauty, and I don't know if law, even non-profit, would be any better. This site is definitely not a possibility for future employment.



Felix Tower '25
New Bay Books
Tracy's Landing, Maryland



This summer I interned with Maryland-based New Bay Books, a small publishing company specializing in poetry, fiction, how to, and memoir. My mentors were Sandra Martin and her husband Bill Lambrecht, publisher and editor respectively. I had the opportunity to work in person for three weeks from Sandra's home office, while the rest of my internship was remote.

The bulk of my work as an intern focused on the work that must be done before something is published: editing and formatting. I worked on two large projects: a cookbook-memoir written by a two-time Pulitzer Prize winner and a work of narrative nonfiction about the deadliest shipwreck on the Chesapeake Bay. In the cookbook, I standardized the formatting of the recipes and ensured that each ingredient was used in the recipe itself. I also assisted in organizing the chapters, as the recipes changed frequently and had to be recategorized several times. My tasks with the work of narrative nonfiction consisted of confirming dates of events, standardizing the spelling of names, rewriting sentences, and maintaining

a chronological timeline. The overall "action-rest" of the book was also under my consideration; chapters had to be arranged to maintain the interest of the reader. I also assisted in placing images in the manuscript.

Besides editing and formatting, I accompanied my mentor Sandra in meetings with clients, where I took notes, ensuring the client's and editor's wishes were recorded for posterity. After these meetings, I scheduled further meetings between client and editor by email. I also met with clients independently to discuss their goals for their partnership with New Bay Books. On the publishing side, I assisted in designing outreach emails for New Bay Books' upcoming events, established New Bay Books social media accounts, and designed promotional images to be shared with the publisher's local audience.

The close-reading skills I learned during my freshman year as a Johnnie made me an efficient editor. The patience I learned when dealing with dense texts translated well into the patience needed to untangle a writer's first draft. I could smoothly reinterpret with clarity while still maintaining the intent of the original words. I was also particularly conscious of word choice when rewriting or making suggestions, as St. John's has instilled in me the importance of a word's definition. My essay writing taught me to identify filler phrases and sentences, so it was easy to trim superfluous material in a manuscript.

My summer internship emboldened me as a writer; now I have a stronger sense of how to edit my own work, so I take more pride in it and have a vested interest in pursuing writing as a profession. I've also gained confidence in my academic writing and believe my essays this year will show marked improvement. Working with a former reporter has also inspired me to consider a journalism internship at a local news outlet or even an internship in radio or TV. Communicating with clients has also inspired me to research PR opportunities as well; I enjoyed dialoguing with customers. While I don't anticipate becoming a publisher after this internship, this summer opportunity has opened the doors to many more potential career paths that I'm excited to explore.

My favorite part of the work environment was the proximity I had to my supervisor. This summer I was New Bay Books' only intern, so I developed a close relationship with my mentors. I felt comfortable asking questions and making suggestions, which made me feel like a valued member of the team. Her understanding of my strengths and weaknesses allowed her to give me tasks she knew would challenge me, which enriched my internship experience as a whole; I felt she was truly invested in my success. My mentor was also able to make informed suggestions for future career paths because she knew me well. My least favorite part of the work environment was the unpredictability of my schedule, which I would often receive only a day or so in advance. I thrive with structure and routine, two of the few things my internship lacked. If I find myself struggling with this in a future internship, I will take it upon myself to either request a firmer schedule from my supervisor or create my own routine.

I don't see myself returning to New Bay Books in the future, but I will stay in contact with my mentors for (hopefully) a long time to come. An internship with New Bay Books would make any Johnnie a stronger writer.

Above image: Bill Lambrecht and I post-kayak trip in the Chesapeake Bay, the scene of the drama in the narrative nonfiction manuscript!

Ian Walker '22
Calvert Marine Museum Education Department
Solomons, Maryland



I came to the Hodson program knowing only that I wanted to gain experience in education. Initially looking at summer schools or camps, I was put onto the idea of museums by a fortuitous suggestion and the Calvert Marine Museum was one of the first I looked into, and the first I actually got into contact with. The whole process on that end was very rapid; they were eager to have me and hearing about the possible internship as well as the welcoming atmosphere of our discussions

themselves made me just as eager to pursue the opportunity. Submitting our proposal to the Hodson committee, I read up on the subject matter covered by the museum (maritime history, estuarine ecology, local paleontology) while I waited for their verdict. Receiving a green light, I embarked on the internship in mid-June, after a short vacation to celebrate my graduation.

When I arrived at Calvert Marine for my first day, I had a general idea of what I was going to be doing in the sense that I understood the theoretical role of the museum educator in Calvert Marine as explained to me during preliminary discussions with Ms. Rachelle Greene, the museum's Deputy Director and my mentor for the internship, but many of the specifics were still a mystery to me. As it turned out, the role of museum educator was relatively simple on paper. There were a number of stations at several larger exhibits or exhibit hubs, and the educators would rotate between them. While at such a station, our role was essentially to be its primary interactive component. At first I think I conceptualized this in a fairly shallow way, with the educator being nothing more than a polite purveyor of information upon request. This limited conception was daunting enough at the beginning; I came with only a basic understanding of the subjects at hand beyond the material displayed in the exhibits themselves. Patching those information gaps was easy, but I rapidly discovered that my initial impression of the museum educator's job as a surprisingly simple one was quite far from the mark. It is technically accurate to describe the role of the museum educator as being a purveyor of information, and it is indeed important to be polite, but this is perhaps a statement untrue in its spirit.

The most important and concise lesson I've taken away from this internship came up first in a conversation between myself and Ms. Greene. Near the end of a discussion on a more specific topic, she made a comment to the effect that people don't come to the museum for the information itself necessarily, they can get all that and more online, but for the unique experience of a museum. The educators, she said, were the core of this experience. I didn't entirely understand what she meant at first, but as the summer wore on it became increasingly clear. Rather than being a stand in for a particularly wordy poster, the educator serves as the lynchpin of the museum's most complex exhibits, gives them more dimensions. People come to the museum to engage with knowledge or the experience of knowledge of a certain flavor, not to memorize facts, and it's the role of the educator to meet them half way. At the station, the

educator greets visitors as they enter, and gauging their initial interest tailors the specific character of their introduction. From there, the educator weaves together the exhibit through conversation. It's a mistake to assume visitors will know what to ask when they might not even have known what the exhibit was before they walked in. You need to provide hooks for them to latch onto, then tie-in your answers to the resulting questions with the rest of the presentation. You also need to do your best to account for the flow of people in and out of the exhibit; you want to ensure as much as possible that you spend the most time on points that could serve to draw new people into the conversation. You need to ensure a balance of complexity appropriate to the ages of the group in front of you, you never want to neglect anyone if you can help it. You need to make sure never to make anybody feel lost or stupid by bombarding them with more than they can handle at once; you need to learn how to use silence and pace yourself. You can't get perfect marks everywhere at once so you need to figure out how and when to compromise. This is all much more difficult than it sounds on paper, but there's a rhythm to it, a structure that emerges after a while. Managing that structure is the real work of the job, and it's tiring but rewarding. I was drawn to education initially because of a fascination with the methods involved, with the structure of imparting knowledge. I hadn't come to this internship looking to further that central ambition so much as shore up the periphery in a satisfying and useful way, gaining experience in a related field. Regardless of my expectations, this proved indisputably to be the perfect internship for me at the time, the perfect flexible testing ground to get a grip on practical education. The specific subject matter and methods from the Calvert Marine Museum may not be directly applicable to the classroom, but the broader kind of thinking encouraged by going about such a job in a serious way certainly will be.

I don't have my future all figured out yet, but I would definitely consider working at the Museum if a slot for another part-time educator opened up; there were no such openings at the end of my internship. In the meantime I intend to volunteer when I can, sporadically most likely, both for pleasure and for more experience managing conversations and groups in the complex way one must in an education field. The people at the museum were wonderful as well, easy to work with, knowledgeable, helpful, and professional, which doubtless has inclined me to want to spend more time working there if I can. My education at St. John's was not always obviously directly applicable to the internship, but helped in key ways. Specifically, I think I would've had a much harder time and come away with much less from this summer if I hadn't had so much experience already trying to figure the world out from other people's eyes.

Cynthia Wu '23

**The Kay & Prendergast Labs, Institute for Mind and Biology, University of Chicago
Chicago, Illinois**

Hosted by alumna Dr. Leslie Kay (SF83)



This summer, I worked as an intern in the Kay Lab at the University of Chicago. The Kay Lab is a neuroscience lab that focuses on olfaction—senses of smell—in rodents. Specifically, we were looking into how the oscillations in olfactory bulb and piriform cortex could be altered when encountering different odorants. My mentor was Dr. Leslie Kay (SF83), and I assisted her graduate students with their research. I was given the opportunity of observing and assisting animal

electrode implant surgeries, running multiple animal experiments, attending weekly lab meetings, and more importantly, learning the daily basics of a research assistant.

Prior to this internship, I had some doubts regarding my academic plans for attending a graduate school and research, particularly, of which research divisions in neuroscience: molecular, behavioral, computational, etc. Now I'm glad to say that I have found my passion in animal behavior in the field of neuroscience.

I had a great time at the lab, especially when I was conducting experiments. I learned how to conduct experiments from scratch as well as how to appropriately handle lab equipment and animals. I faced some obstacles when conducting the experiments, but with the assistance of other graduate students, I was able to overcome them. Basic coding abilities are necessary in order to analyze the data we collected in the lab. I had trouble at first, but I eventually caught up—I was able to understand basic codes and doing simple analysis on the data we collected. It was a difficult but rewarding process. I would say I got the full experience of a research institution this summer, and I enjoyed every part of it.

After spending the past two months working in the Kay Lab, I now feel qualified to apply for other research programs. In the future, I think I would thrive in a setting like this, where I could pick up knowledge by observation and practical experience. I'm grateful that the Hodson program gave me the chance to work with Dr. Kay this summer, but even more so, I'm grateful for the way she and her graduate students treated me like a first-year graduate student and trusted me to run a new project. Moreover, this is a valuable experience for my graduate school application this year.

Jingyi “Annie” Zhang ‘23
YK Law LLP
New York, New York

This summer I interned at YK Law LLP, which is located in New York City. It was informative to have an opportunity to work in a field that I had never experienced. The reason why I chose to intern in a law firm is because of my interest in international business.

I had another online internship with a platform which acted as a facilitator between two companies from different countries. The experience I had from the online internship let me realize how important it is to have some background in law. Thus, having a summer internship in law was an explorative journey in the field of law and it was also practical to my future career in international business.

Since the education at St. John’s College does not have a law-related major, I could only work as an assistant to explore what the work would be like as a lawyer and the possible scenarios which I would have to face when I start my future career in International Business. As a novice to law-related topics, the first task they assigned me was researching “what is law.” After I had a general understanding of the common procedures of how

a case will go to trial and what will happen after that and the different categories of law, I officially started my internship as an assistant at YK Law LLP. My responsibilities included administrative tasks, legal research, document preparation, business development, client intake, documents translation, meeting scheduling, note taking, and party organizing. These tasks allowed me to immerse myself in the environment of a law firm, to understand and discover a career as a lawyer and how to conduct research on the legal provisions which can be applicable to our needs and defend our rights.

Recalling my internship, I can see improvement from every task I completed. I am thankful for my colleagues in that they were amicable and did not hesitate to help me when I did not have a clue of how to finish my assigned task. I am also grateful that I have learned how to think critically at St. John’s. It helped me to figure out the possible solutions and potential defects of the tasks which I was handling. It was astonishing that people at YK Law LLP managed their duties so well and with ease despite being a high-functioning workplace. Their working style was hybrid, which usually causes difficulties in communication. However, when I tried to reach out to a colleague who was working online that day, he responded in 10 minutes. The hybrid mode provided more freedom with the location of workplace and did not seem to influence the efficacy. I hope the combination of ease and high efficacy can be applied to my future workplace. This internship let me have a glimpse of a possible working style which I am aiming for and moving one step towards for my future career in International Business.

I would like to express my thanks to the Hodson committee for giving me the opportunity to intern at YK Law LLP in New York City. It was a valuable opportunity.

